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Nota di contenuto	Cover; Title Page; Copyright Page; ACKNOWLEDGMENTS; MEET THE AUTHORS; FOREWORD; TABLE OF CONTENTS; 1. INTRODUCTION; Background; Purpose of This Book; The Sensitive Questions; Chapter Overviews; 2. EXEMPLARY PRACTICE: WHAT DOES IT LOOK LIKE?; The Principles and Standards for School Mathematics; The New Basic Skills; Envisioning Reform-based Classroom Environment; Exemplary Practices; 3. ISSUES IN MULTICULTURAL MATHEMATICS EDUCATION; Questions to Ponder; Multicultural Education; Research on the Achievement of Traditionally Underserved Students; Multicultural Education and Euro-Americans Multicultural MathematicsNCTM and Multicultural Education.; Teacher Acts Affecting Learning; Further Reflections on the Questions; 4. LYNNE GODFREY: AFRICAN AMERICANS AND THE ALGEBRA PROJECT; Engaging Students; Warm-Up; Group Work; The Winding Game; Discussion between Colleagues; Commentary; Unit Overview: The Chinese Zodiac and the Division Algorithm; 5. GEORGINE ROLDAN: HISPANICS AND

HEALTH ISSUES; Day 1 : Engaging Students; Group Work; Day 2: Assessment; Day 3: Healthy Foods Lesson; Discussion among Colleagues; Commentary; Unit Overview: Favorite Menu Items and Health Issues

6. TIM GRANGER: NATIVE AMERICANS AND INDIRECT

MEASUREMENT Unit Overview; Engaging Students; Mathematics Lessons; Discussion between Colleagues; Commentary; Unit Overview: Aiming for the Stars; 7. RENOTE JEAN-FRANCOIS: HAITIANS AND TECHNOLOGY; Unit Overview; Preparatory Activities; Engaging Students; Assessment; Discussion between Colleagues; Commentary; Unit Overview: The Roamer and the Haitian Revolution; 8. SAMAR SARMINI: MUSLIMS AND INHERITANCE PORTIONS; Engaging Students; Historical Background; Problem Solving; The Algorithm; Application; Discussion between Colleagues; Commentary

Unit Overview: Discovering the Algorithm for Computing Inheritance Portions

9. DIANE CHRISTOPHER: EUROPEAN-AMERICANS AND CULTURES; Overview of Lessons; Engaging the Students; Discussion between Colleagues; Commentary; Unit Overview: Many Cultures under One Quilt; 10. CHARLENE BECKMANN, KARA ROZANSKI, AND TARA PLUMMER: A THREE-WAY SCHOOL/UNIVERSITY COLLABORATION;

Preparatory Activities; Engaging Students; Day 1: Runners Take Your Mark; Day 2: The Trodding Tortoise; Day 3: The Hopping Hare; Assessment; Discussion among Colleagues; Commentary; Unit Overview: The Tortoise and the Hare; 11. SUMMARY

Classroom Strategies That Value Multicultural Students Revisiting Questions; Is It True That All Students Can Do Mathematics?; Does Achieving Equity in the Classroom Imply That the Teacher Must Take into Account the Cultural Perspectives of the Students?; How Will We Know If All Students Are Learning Math? Will National Tests Give Us the Information?; Can High-Stakes Tests Promote Equity?; How Valid Are Standardized Tests for English Language Learners?; What Can Classroom Teachers Do?; What Can Teacher Educators Do?; What Can School Administrator Do?; What Can We All Do Together?; Conclusion APPENDIX A: REFORM-BASED CURRICULUM PROJECTS

Sommario/riassunto

This book puts a spotlight on the practices of teachers across the nation who have implemented effective mathematics instruction for students of different ethnicities. Among the ethnic groups represented are African Americans, Latinos, Native Americans, Haitians, Arab Americans, and Euro-Americans.
