

1. Record Nr.	UNISA996393030303316
Autore	Canne John <d. 1667?>
Titolo	A second voyce from the temple to the higher povvers [[electronic resource]] : Wherein is proved that the decrees and institutions of popes and popish counsels, which have been established by the law of the land, and have been continued and confirmed throughout divers ages, by several acts of Parliament, against Jesus Christ, in the way and order of the Gospel (the same yet standing) ought by the present supream authority of this nation to be taken away. Moreover; here is shewed, some particular decrees of popes, which have been established by several acts of Parliament, viz. A nationall ministry, tythes, prohibiting men from publick preaching of the Gospel, unlesse elected and ordained after a popish manner, &c. All which as they are the institutions of popes, formerly confirmed by the law of the land, so now, to be abrogated. By John Canne
Pubbl/distr/stampa	London, : Printed by M. Simmons, and are to be sould at his House next doore to the Gilded Lyon in Aldersgate-street., 1653
Descrizione fisica	[4], 32 p
Soggetti	Church - Authority Tithes Congregationalists
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Annotation on Thomason copy: "August 15:". Reproduction of the original in the British Library.
Sommario/riassunto	eebo-0018

2. Record Nr.	UNINA9910797315003321
Autore	Keeley Page
Titolo	Mathematics curriculum topic study : bridging the gap between standards and practice // Page Keeley, Cheryl M. Rose ; foreword by Joan Ferrini-Mundy
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, a SAGE Publications Company, , 2006 ©2006
ISBN	1-4833-5179-3 1-4522-0874-3
Descrizione fisica	1 online resource (256 p.)
Disciplina	510.71/073
Soggetti	Mathematics - Study and teaching - Curricula - United States Mathematics teachers - Training of - United States Teacher participation in curriculum planning - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Cover""; ""Contents""; ""List of Curriculum Topic Study Guides""; ""Foreword""; ""Preface""; ""Overview""; ""Need""; ""Audience""; ""Organization""; ""How to Use This Book""; ""Acknowledgments""; ""About the Authors""; ""Chapter 1 - Introduction to Curriculum Topic Study""; ""What is Curriculum Topic Study?""; ""Why Study a Curriculum Topic?""; ""Why Focus on Topics?""; ""The Underlying Knowledge and Research Base""; ""The Origin of Curriculum Topic Study: From Science to Mathematics""; ""National, State, and Local Standards""; ""Cognitive Research""; ""Effective Professional Development"" ""Research on Readersa€? Interaction with Text""""Mathematics Teachers and Teaching""; ""Content Knowledge""; ""Pedagogical Content Knowledge""; ""Beliefs about Teaching and Learning""; ""Having a Professional Knowledge Base""; ""The Teacher Professional Continuum""; ""Chapter 2 - Examining the Components of a Curriculum Topic Study Guide""; ""The CTS Guide""; ""Sections and Outcomes""; ""Selected Readings""; ""CTS Supplementary Material""; ""Common Resources for Study and Reflection""; ""Building a Professional Collection: Experts at Your Fingertips!""

""Descriptions of the Common Resources Used in CTS""""Chapter 3 - Engaging in Curriculum Topic Study""; ""Getting Started""; ""Gathering Your Resources""; ""Becoming Familiar with the CTS Guides and Resources""; ""Defining Your Purpose and Choosing Your Outcomes""; ""Processing Information from CTS Sections""; ""Activation and Processing Strategies""; ""Reading the CTS Sections""; ""Guiding Questions for Individual Sections of a CTS Guide""; ""The CTS Learning Cycle: Inquiry, Study, and Reflection""; ""Topic Engagement""; ""Topic Elicitation""; ""Topic Exploration""; ""Topic Development"" ""Topic Synthesis""""Topic Application""; ""Study Reflection and Self-Assessment""; ""Using CTS Alone or with a Group""; ""Using CTS on Your Own""; ""Group Use of CTS""; ""Chapter 4 - Contexts for Using Curriculum Topic Study""; ""CTS and Mathematics Content Knowledge""; ""Using CTS to Identify the Knowledge Needed to Teach a Topic""; ""Using CTS to Examine the Structure of Conceptual Knowledge in a Topic""; ""CTS and Curriculum""; ""Curriculum Selection""; ""Supporting Curriculum Implementation""; ""CTS and Instruction""; ""Reviewing and Modifying Lessons"" ""Developing a Standards- and Research-Based Lesson""""CTS and Mathematical Inquiry""; ""Time for Using CTS in Instructional Planning""; ""CTS and Assessment""; ""Designing Assessment Probes""; ""Developing Culminating Performances""; ""CTS and Preservice and Novice Teacher Support""; ""CTS and Leadership Development""; ""CTS and Professional Development""; ""Embedding CTS in a Variety of Professional Development Strategies""; ""Facilitating Professional Development""; ""Chapter 5 - Images from Practice: Curriculum Topic Study (CTS) Vignettes"" ""Vignette 1: A Team of Primary Teachers Uses CTS to Clarify District Curriculum Goals for Addition and Subtraction Concepts""

Sommario/riassunto

The Curriculum Topic Study (CTS) process provides a professional development strategy that links mathematics standards and research to curriculum, instruction, and assessment.
