Call for Manuscripts

Entry-Level High School Mathematics Courses: Maximizing Learning for ALL

The *Mathematics Teacher* is eager to publish articles about teaching mathematics at the entry level. *These courses are critical to fostering students' pursuit of and love for learning mathematics through the high school years and beyond.* What instructional methods do you find effective when teaching content found in courses such as prealgebra, algebra, geometry, or first- and second-year integrated courses? What strategies are successful for addressing the needs of ALL students in your classroom? The Editorial Panel is looking for manuscripts that address any of the following topics:

- Innovative ways to teach seemingly simple concepts
- Teaching students with special needs
- Your "best" lesson—one that has evolved over time into a "fantastic" lesson that has even the most recalcitrant students talking mathematics when they leave the classroom
- Activities that help English Language Learners participate productively in entry-level courses
- Elementary topics that foreshadow later developments
- Lessons that motivate students of every ability level
- Activities and projects that engage students in meaningful mathematics—for instance, issues that involve their communities, cultures, and heritages
- Tips for nurturing students' diverse ways of knowing mathematics
- Classroom ideas that lead students to take mathematics courses beyond the minimum required for graduation
- Use of manipulatives, multimedia, and technology to make mathematics a hands-on, interactive, real-life experience for students

You may submit your completed manuscript for review by accessing **mt.msubmit.net**. Indicate that the manuscript is being submitted in response to the Entry-Level High School Mathematics Courses: Maximizing Learning for ALL call. Be sure to enter the title of the call in the Department/Calls field. No author identification should appear in the text of the manuscript. Additional guidelines for preparation of manuscripts can be found at nctm.org/publications/content.aspx?id=7696. ∞