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*For algebra or geometry courses for teachers; courses in topics of mathematics; capstone courses for teachers or other students of mathematics; graduate courses for practicing teachers; or students who want a better understanding of mathematics. Filling a wide gap in the market, this text provides current and prospective high school teachers with an advanced treatment of mathematics that*

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*will help them understand the connections between the mathematics they will be teaching and the mathematics learned in college. It presents in-depth coverage of the most important concepts in high school mathematics: real numbers, functions, congruence, similarity, and more.*

*When it comes to math, standards-aligned is achievement-aligned... Since The Common Core Mathematics Companions for grades K–2, 3–5 and 6–8 burst on the scene, they have been lauded as the best resources for making critical math ideas easy to teach. With this brand-new volume, high school mathematics success is at your fingertips. The authors lay out the pieces of an in-depth explanation, showing the mathematical progression of each conceptual category, how standards connect within and across domains, and what teachers and students should be doing every day*

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*to foster deep learning.*

*THIS HANDBOOK IS A COMPLETE REFERENCE FOR STUDENTS AND ENGINEERS. IT HAS EVERYTHING FROM HIGH SCHOOL MATH TO MATH FOR ADVANCE UNDERGRADUATES IN ENGINEERING, ECONOMIS, PHYSICAL SCIENCES, AND MATHEMATICS. THE FORMULA BOOK CONTAINS HUNDREDS OF FORMULAS , TABLES AND FIGURES FROM NUMBER SET, ALGEBRA, GEOMETRY, TRIGONOMETRY, MATRICES AND DETERMINANTS, VECTORS, ANALYTIC GEOMETRY, CALCULUS, DIFFERENTIAL EQUATIONS, SERIES, AND PROBABILITY. THE STRUCTURED TABLE OF CONTENTS, LINKS AND LAYOUT MAKE FINDING THE RELEVANT INFORMATION QUICK AND PAINLESS, SO IT CAN BE USED AS AN EVERYDAY*

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*REFERENCE GUIDE.*

*This compact volume equips the reader with all the facts and principles essential to a fundamental understanding of the theory of probability. It is an introduction, no more: throughout the book the authors discuss the theory of probability for situations having only a finite number of possibilities, and the mathematics employed is held to the elementary level. But within its purposely restricted range it is extremely thorough, well organized, and absolutely authoritative. It is the only English translation of the latest revised Russian edition; and it is the only current translation on the market that has been checked and approved by Gnedenko himself. After explaining in simple terms the meaning of the concept of probability and the means by which an event is declared to be in practice, impossible, the authors take up the processes involved in the*

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*calculation of probabilities. They survey the rules for addition and multiplication of probabilities, the concept of conditional probability, the formula for total probability, Bayes's formula, Bernoulli's scheme and theorem, the concepts of random variables, insufficiency of the mean value for the characterization of a random variable, methods of measuring the variance of a random variable, theorems on the standard deviation, the Chebyshev inequality, normal laws of distribution, distribution curves, properties of normal distribution curves, and related topics. The book is unique in that, while there are several high school and college textbooks available on this subject, there is no other popular treatment for the layman that contains quite the same material presented with the same degree of clarity and authenticity. Anyone who desires a fundamental grasp of this increasingly important subject cannot do*

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*better than to start with this book. New preface for Dover edition by  
B. V. Gnedenko.*

*Asian Perspectives on Teacher Education*

*Calculus Using Mathematica*

*Connecting Abstract Algebra to Secondary Mathematics, for  
Secondary Mathematics Teachers*

*The Common Core Mathematics Companion: The Standards  
Decoded, High School*

*Optimization*

Designed to help pre-service and in-  
service teachers gain the knowledge they  
need to facilitate students'

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understanding, competency, and interest in mathematics, the revised and updated Second Edition of this popular text and resource bridges the gap between the mathematics learned in college and the mathematics taught in secondary schools. Highlighting multiple types of mathematical understanding to deepen insight into the secondary school mathematics curriculum, it addresses typical areas of difficulty and common student misconceptions so teachers can involve their students in learning

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mathematics in a way that is interesting, interconnected, understandable, and often surprising and entertaining. Six content strands are discussed—Numbers and Operations; Algebra; Geometry; Measurement; Data Analysis and Probability; and Proof, Functions, and Mathematical Modeling. The informal, clear style supports an interactive learner-centered approach through engaging pedagogical features: Launch Questions at the beginning of each section capture interest and involve readers in learning



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the mathematical concepts. Practice Problems provide opportunities to apply what has been learned and complete proofs. Questions from the Classroom bring the content to life by addressing the deep "why" conceptual questions that middle or secondary school students are curious about, and questions that require analysis and correction of typical student errors and misconceptions; focus on counter intuitive results; and contain activities and/or tasks suitable for use with students. Changes in the Second Edition

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New sections on Robotics, Calculators, Matrix Operations, Cryptography, and the Coefficient of Determination New problems, simpler proofs, and more illustrative examples Answers and hints for selected problems provided

The Shape of Algebra in the Mirrors of Mathematics is a unique text aiming to explain some elements of modern mathematics and to show its flavor and unity. It is neither a standard textbook nor a tour of algebra for a casual reader. Rather, it is an attempt to share authors'

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mathematical experiences and philosophy with readers who have more than a passing interest in mathematics, but only a traditional exposure to High School Algebra and some elements of Calculus. The book gives the readers a sense of visual nature of significant part of mathematics. The reader becomes an owner of and a researcher in VisuMatica, a virtual math laboratory. It is an original and comprehensive PC software package (a brainchild of the second author) that will enable the reader to experience

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mathematics both as a human intellectual endeavor and as an experimental science. Although it is possible to read and appreciate the book without ever visiting the VisuMatica lab, those who engage with the interactive demos found in the lab will greatly advance their understanding of the text. The book seeks to encourage an interactive, investigative style of learning that can promote the habits of mind characteristic of modern mathematical thinking. An outline of the topics that are discussed may read like a list of

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graduate courses: Abstract Algebra, Topology, Singularity Theory, Complex Analysis, and Number Theory. However, they are presented from an intuitive perspective that uses primarily visual models and concepts. Although the main subject is polynomials and polynomial equations, the true story line is the interplay between basic ideas from algebra, geometry, analysis and topology. The Shape of Algebra might serve as a text for an "appreciation" course in modern mathematics designed for non-mathematics

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majors or for students who are considering majoring in mathematics or related disciplines. The authors' goal is to present the reader with a fresh viewpoint on the sense and flavor of mathematics. The subject is often presented in a fashion that students find stale and un compelling. The book's emphasis, in contrast, is on how a modern practitioner thinks about and works within the discipline. The book aims to attract students of all ages, particularly including professional mathematicians

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interested in pedagogy. In part, The Shape of Algebra is directed at secondary and college teachers and students who want to expand their horizons in the field and to find both a fresh presentation of familiar concepts and, perhaps, some unexpected results. Many of the topics and demos are self-contained and can be used individually to enhance traditional courses. Several of the ideas and materials developed in the book have been tested in high school and college classrooms. The book will enable readers

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to approach its content on three levels:  
the first level requires only some fluency  
with routine algebraic manipulations; the  
second also presumes familiarity with the  
notions of derivatives, and the third uses  
some basic concepts of multivariable  
calculus and linear algebra. All three  
levels are clearly marked in the text, and  
allow for a smooth reading enhanced by  
virtual experiments.

50 Mathematics Formula Notebook & Booklet  
For Students Captain Coloring Book  
Calculus Essentials For Dummies



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(9781119591207) was previously published as Calculus Essentials For Dummies (9780470618356). While this version features a new Dummies cover and design, the content is the same as the prior release and should not be considered a new or updated product. Many colleges and universities require students to take at least one math course, and Calculus I is often the chosen option. Calculus Essentials For Dummies provides explanations of key concepts for students who may have taken calculus in high school

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and want to review the most important concepts as they gear up for a faster-paced college course. Free of review and ramp-up material, *Calculus Essentials For Dummies* sticks to the point with content focused on key topics only. It provides discrete explanations of critical concepts taught in a typical two-semester high school calculus class or a college level Calculus I course, from limits and differentiation to integration and infinite series. This guide is also a perfect reference for parents who need to

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review critical calculus concepts as they help high school students with homework assignments, as well as for adult learners headed back into the classroom who just need a refresher of the core concepts. The Essentials For Dummies Series Dummies is proud to present our new series, The Essentials For Dummies. Now students who are prepping for exams, preparing to study new material, or who just need a refresher can have a concise, easy-to-understand review guide that covers an entire course by concentrating solely on the most

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important concepts. From algebra and chemistry to grammar and Spanish, our expert authors focus on the skills students most need to succeed in a subject.

Problems And Solutions In Mathematical Olympiad (High School 3)

Teaching and Learning High School Mathematics

The Classification of Quadrilaterals  
Geometry

Geometry for College Students  
For High School Students

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Calculus Using Mathematica is intended for college students taking a course in calculus. It teaches the basic skills of differentiation and integration and how to use Mathematica, a scientific software language, to perform very elaborate symbolic and numerical computations. This is a set composed of the core text, science and math projects, and computing software for symbolic manipulation and graphics generation. Topics covered in the core text include an introduction on how to get started with the program, the ideas

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of independent and dependent variables and parameters in the context of some down-to-earth applications, formulation of the main approximation of differential calculus, and discrete dynamical systems. The fundamental theory of integration, analytical vector geometry, and two dimensional linear dynamical systems are elaborated as well. This publication is intended for beginning college students. Research into teacher education is dominated by Anglophone literature, with the inevitable result that teacher

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education in non-English speaking regions of the world largely remains unexamined. This book fills the gap in the existing literature and comprises twelve invited contributions from an international panel of educationists. To provide the reader with a clear structure, the book offers a detailed introduction and afterword which brings together the various themes examined in each chapter. The contributions offer perspectives on teacher education in the Asian region, perspectives which, until now, have been

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missing from contemporary debate on teacher education. Presenting research from Australia, Japan, the USA, the People's Republic of China, the Republic of Korea and Vietnam, this book examines the varied situations teacher educators experience in their own countries; in so doing the researchers identify resonances and dissonances in comparison with the dominant Anglophone research literature on the same subjects. This book is an important contribution to the comparative study of teacher education in the first



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decade of the twenty-first century, giving a voice to an important sector of the international community of teacher educators. This book was published as a special issue of Journal of Education for Teaching: International research and pedagogy.

Secondary mathematics teachers are frequently required to take a large number of mathematics courses - including advanced mathematics courses such as abstract algebra - as part of their initial teacher preparation program and/or

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their continuing professional development. The content areas of advanced and secondary mathematics are closely connected. Yet, despite this connection many secondary teachers insist that such advanced mathematics is unrelated to their future professional work in the classroom. This edited volume elaborates on some of the connections between abstract algebra and secondary mathematics, including why and in what ways they may be important for secondary teachers. Notably, the volume disseminates research findings about how

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secondary teachers engage with, and make sense of, abstract algebra ideas, both in general and in relation to their own teaching, as well as offers itself as a place to share practical ideas and resources for secondary mathematics teacher preparation and professional development. Contributors to the book are scholars who have both experience in the mathematical preparation of secondary teachers, especially in relation to abstract algebra, as well as those who have engaged in related educational

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research. The volume addresses some of the persistent issues in secondary mathematics teacher education in connection to advanced mathematics courses, as well as situates and conceptualizes different ways in which abstract algebra might be influential for teachers of algebra.

Connecting Abstract Algebra to Secondary Mathematics, for Secondary Mathematics Teachers is a productive resource for mathematics teacher educators who teach capstone courses or content-focused methods courses, as well as for abstract

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algebra instructors interested in making connections to secondary mathematics.

Do formulas exist for the solution to algebraical equations in one variable of any degree like the formulas for quadratic equations? The main aim of this book is to give new geometrical proof of Abel's theorem, as proposed by Professor V.I. Arnold. The theorem states that for general algebraical equations of a degree higher than 4, there are no formulas representing roots of these equations in terms of coefficients with only arithmetic

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operations and radicals. A secondary, and more important aim of this book, is to acquaint the reader with two very important branches of modern mathematics: group theory and theory of functions of a complex variable. This book also has the added bonus of an extensive appendix devoted to the differential Galois theory, written by Professor A.G. Khovanskii. As this text has been written assuming no specialist prior knowledge and is composed of definitions, examples, problems and solutions, it is suitable for self-study

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or teaching students of mathematics, from high school to graduate.

Calculus Essentials For Dummies

Thales, Pythagoras, Engineering, Diagrams, and the Construction of the Cosmos out of Right Triangles

Calculus For Dummies

Embracing a Complete Course for High Schools and Academies

A Study in Definition

A Visual, Computer-Aided Exploration of Elementary Algebra and Beyond (With CD-ROM)

**The series is edited by the head coaches of China's IMO National Team. Each volume, catering to different grades, is contributed by the senior coaches of the IMO National Team. The Chinese edition has won the award of Top 50 Most Influential Educational Brands in China. The series is created in line with the mathematics cognition and intellectual development levels of the students in the corresponding grades. All hot mathematics topics of the competition are included in the volumes and are organized into chapters**



**where concepts and methods are gradually introduced to equip the students with necessary knowledge until they can finally reach the competition level. In each chapter, well-designed problems including those collected from real competitions are provided so that the students can apply the skills and strategies they have learned to solve these problems. Detailed solutions are provided selectively. As a feature of the series, we also include some solutions generously offered by the members of Chinese national team and**

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**national training team.**

**By presenting teacher profiles and sample lessons from across the country, this book shows that the NCTM standards reflect successful practices of teachers at the "grass roots".**

**The Harvard mathematician authors of The Art of the Infinite present a history of the famous relation "A squared plus B squared equals C squared" that assesses its contributors from da Vinci to the Freemasons while analyzing its numerous proofs and**

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**applications.**

**Explores Thales's speculative philosophy through a study of geometrical diagrams. Bringing together geometry and philosophy, this book undertakes a strikingly original study of the origins and significance of the Pythagorean theorem. Thales, whom Aristotle called the first philosopher and who was an older contemporary of Pythagoras, posited the principle of a unity from which all things come, and back into which they return upon dissolution. He held that all appearances are**

**only alterations of this basic unity and there can be no change in the cosmos. Such an account requires some fundamental geometric figure out of which appearances are structured. Robert Hahn argues that Thales came to the conclusion that it was the right triangle: by recombination and repackaging, all alterations can be explained from that figure. This idea is central to what the discovery of the Pythagorean theorem could have meant to Thales and Pythagoras in the sixth century BCE. With more than two**

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**hundred illustrations and figures, Hahn provides a series of geometric proofs for this lost narrative, tracing it from Thales to Pythagoras and the Pythagoreans who followed, and then finally to Plato's Timaeus. Uncovering the philosophical motivation behind the discovery of the theorem, Hahn's book will enrich the study of ancient philosophy and mathematics alike. At Southern Illinois University Carbondale, Robert Hahn is Professor of Philosophy and Director of the Ancient Legacies Program,**

**through which he leads traveling seminars to Greece, Turkey, and Egypt. He is the author of Archaeology and the Origins of Philosophy; Anaximander in Context: New Studies in the Origins of Greek Philosophy (with Dirk L. Couprie and Gerard Naddaf); and Anaximander and the Architects: The Contributions of Egyptian and Greek Architectural Technologies to the Origins of Greek Philosophy, all published by SUNY Press.**

**Verification: Theory and Practice**

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## **MATHS FORMULA BOOK**

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#### **Potential-Theory-Cognition**

### **Junior High School Mathematics**

*This self-contained textbook is an informal introduction to optimization through the use of numerous illustrations and applications. The focus is on analytically solving optimization problems with a finite number of continuous variables. In addition, the authors provide introductions to classical and modern numerical methods of optimization and to dynamic optimization. The book's overarching point is*

*that most problems may be solved by the direct application of the theorems of Fermat, Lagrange, and Weierstrass. The authors show how the intuition for each of the theoretical results can be supported by simple geometric figures. They include numerous applications through the use of varied classical and practical problems. Even experts may find some of these applications truly surprising. A basic mathematical knowledge is sufficient to understand the topics covered in this book. More advanced readers, even experts, will be surprised to see how all main results can be grounded on the Fermat-Lagrange theorem. The book can be used for courses on continuous optimization, from introductory to advanced, for any field for which optimization is relevant.*



*One of the challenges many mathematics students face occurs after they complete their study of basic calculus and linear algebra, and they start taking courses where they are expected to write proofs. Historically, students have been learning to think mathematically and to write proofs by studying Euclidean geometry. In the author's opinion, geometry is still the best way to make the transition from elementary to advanced mathematics. The book begins with a thorough review of high school geometry, then goes on to discuss special points associated with triangles, circles and certain associated lines, Ceva's theorem, vector techniques of proof, and compass-and-straightedge constructions. There is also some emphasis on proving numerical formulas like the*

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*laws of sines, cosines, and tangents, Stewart's theorem, Ptolemy's theorem, and the area formula of Heron. An important difference of this book from the majority of modern college geometry texts is that it avoids axiomatics. The students using this book have had very little experience with formal mathematics. Instead, the focus of the course and the book is on interesting theorems and on the techniques that can be used to prove them. This makes the book suitable to second- or third-year mathematics majors and also to secondary mathematics education majors, allowing the students to learn how to write proofs of mathematical results and, at the end, showing them what mathematics is really all about.*

*An exploration of one of the most celebrated and well-known theorems in mathematics By any measure, the Pythagorean theorem is the most famous statement in all of mathematics. In this book, Eli Maor reveals the full story of this ubiquitous geometric theorem. Although attributed to Pythagoras, the theorem was known to the Babylonians more than a thousand years earlier. Pythagoras may have been the first to prove it, but his proof—if indeed he had one—is lost to us. The theorem itself, however, is central to almost every branch of science, pure or applied. Maor brings to life many of the characters that played a role in its history, providing a fascinating backdrop to perhaps our oldest enduring mathematical legacy.*

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*A perfect resource for high school mathematics teachers, this book helps them develop or refine their own teaching philosophy. They'll learn how to create a supportive classroom environment in which their students think together, take intellectual risks, and debate ideas. They'll gain a better understanding about the importance of cooperative learning strategies through immersion. And they'll engage in logic and reasoning. Puzzles and activities are presented to bring the material to life as well. All of this will help high school mathematics bring the excitement of the subject into the classroom.*

*High School Algebra*

*An Advanced Perspective*

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*Uncovering Student Thinking About Mathematics in the  
Common Core, High School*

*Best Practices, High School*

*Essays Dedicated to Zohar Manna on the Occasion of His  
64th Birthday*

*Foundations of Computer Science*

***This book is a unique collection of  
challenging geometry problems and detailed  
solutions that will build students' confidence  
in mathematics. By proposing several  
methods to approach each problem and  
emphasizing geometry's connections with***

***different fields of mathematics, Methods of Solving Complex Geometry Problems serves as a bridge to more advanced problem solving. Written by an accomplished female mathematician who struggled with geometry as a child, it does not intimidate, but instead fosters the reader's ability to solve math problems through the direct application of theorems. Containing over 160 complex problems with hints and detailed solutions, Methods of Solving Complex Geometry Problems can be used as a self-study guide for***

***mathematics competitions and for improving problem-solving skills in courses on plane geometry or the history of mathematics. It contains important and sometimes overlooked topics on triangles, quadrilaterals, and circles such as the Menelaus-Ceva theorem, Simson's line, Heron's formula, and the theorems of the three altitudes and medians. It can also be used by professors as a resource to stimulate the abstract thinking required to transcend the tedious and routine, bringing forth the original thought of which their***

***students are capable. Methods of Solving Complex Geometry Problems will interest high school and college students needing to prepare for exams and competitions, as well as anyone who enjoys an intellectual challenge and has a special love of geometry. It will also appeal to instructors of geometry, history of mathematics, and math education courses.***

***A geometry course based on this book was taught success fully by Gene Murrow for several years. We are much indebted to***



***Springer-Verlag for publishing Geometry, so that others can try our approach. The publishers and we thought it would be appropriate to issue the book first in a preliminary edition, on which we would welcome comments, especially from students and teachers of the high school geometry course. Such comments can bear on any aspect of Geometry, ranging from the choice of topics, the ordering of the topics, and other global considerations, to possible computational errors and misprints. We shall***

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**welcome criticisms and suggestions. Serge  
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***This report is a resource for those who teach  
mathematics and statistics to pre-K-12  
mathematics teachers, both future teachers***

***and those who already teach in our nation's schools. The report makes recommendations for the mathematics that teachers should know and how they should come to know that mathematics.***

***Offers an introduction to the principles of calculus, covering such topics as limits, differentiation, and integration.***

***Bring NCTM Standards to Life  
Proceedings of the High School Conference  
FOR ALL BOARDS AND COMPETITIVE  
EXAMS***

**Standards and General Recommendations for  
Accrediting of High Schools  
Mathematics for High School Teachers  
Beyond the Quadratic Formula**

*The quadratic formula for the solution of quadratic equations was discovered independently by scholars in many ancient cultures and is familiar to everyone. Less well known are formulas for solutions of cubic and quartic equations whose discovery was the high point of 16th century mathematics. Their study forms the heart of this book, as part of the broader theme that a polynomial's coefficients can be used to obtain detailed information on its roots. The book is designed for self-study, with many results presented as exercises and some supplemented by outlines for solution. The intended*

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*audience includes in-service and prospective secondary mathematics teachers, high school students eager to go beyond the standard curriculum, undergraduates who desire an in-depth look at a topic they may have unwittingly skipped over, and the mathematically curious who wish to do some work to unlock the mysteries of this beautiful subject.*

*Content Description #Dedicated to Wilfried Brauer.#Includes bibliographical references and index.*

*This monograph reports on an analysis of a small part of the mathematics curriculum, the definitions given to quadrilaterals. This kind of research, which we call micro-curricular analysis, is often undertaken by those who create curriculum, but it is not usually done systematically and it is rarely published. Many terms in mathematics education can be found to have different*

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*definitions in mathematics books. Among these are “natural number,” “parallel lines” and “congruent triangles,” “trapezoid” and “isosceles trapezoid,” the formal definitions of the trigonometric functions and absolute value, and implicit definitions of the arithmetic operations addition, subtraction, multiplication, and division. Yet many teachers and students do not realize there is a choice of definitions for mathematical terms. And even those who realize there is a choice may not know who decides which definition of any mathematical term is better, and under what criteria. Finally, rarely are the mathematical implications of various choices discussed. As a result, many students misuse and otherwise do not understand the role of definition in mathematics. We have chosen in this monograph to examine a bit of mathematics for its definitions: the*

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*quadrilaterals. We do so because there is some disagreement in the definitions and, consequently, in the ways in which quadrilaterals are classified and relate to each other. The issues underlying these differences have engaged students, teachers, mathematics educators, and mathematicians. There have been several articles and a number of essays on the definitions and classification of quadrilaterals. But primarily we chose this specific area of definition in mathematics because it demonstrates how broad mathematical issues revolving around definitions become reflected in curricular materials. While we were undertaking this research, we found that the area of quadrilaterals supplied grist for broader and richer discussions than we had first anticipated. The intended audience includes curriculum developers, researchers, teachers, teacher trainers, and anyone interested in language and its use.*



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*There are many self-help math books available, but none are quite like this one. Math Is Easy, So Easy, first separates math topics into those which are essential and nonessential. The struggling math student (and parent of a struggling math student) must be able to focus on the math topics which will return the greatest effect in the shortest amount of time. Furthermore, math teachers and math textbooks simply try to cover too much material, the bulk of which, has no impact on a student's successful completion of math up through calculus in high school. Second, Math Is Easy, So Easy, tries to provide clarity of instruction for a few problems which cover the important aspects of the essential topics. Contrary to most math teacher instruction, it is more important and beneficial to know a few key problems well, than to try to cover many problems only superficially. If you are the parent of a*

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*student who is struggling in math, you know how frustrating it can be to get to the bottom of what your student really needs to know to survive and persist in math up through calculus in high school. You also know how important it is that your student stay in math as long as possible in high school, so that they are better prepared to enter and succeed in college. You also, no doubt, know how seemingly unreasonable your struggling student's math teacher can be in terms of communicating with you and your student. As a math teacher for many years now, Max wrote this book to help you and your struggling math student survive math with as few, "I hate math," outbursts as possible. Lastly, Max has personally witnessed many students who struggle in math in high school who then go on to mature into great engineers and scientists. This book will help your student to stay in math longer and be more*

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*successful. There is a separate book for each of six math classes: 7th Grade Math, Algebra I, Geometry I, Algebra II, Math Analysis and Calculus. There is a single "Combo" book with all six books in one. Make sure you get the right book for your needs. Nathaniel Max Rock, an engineer by training, has taught math in middle school and high school including math classes: 7th Grade Math, Algebra I, Geometry I, Algebra II, Math Analysis and AP Calculus. Max has been documenting his math curricula since 2002 in various forms, some of which can be found on [MathForEveryone.com](http://MathForEveryone.com), [StandardsDrivenMath.com](http://StandardsDrivenMath.com) and [MathIsEasySoEasy.com](http://MathIsEasySoEasy.com). Max is also an AVID elective teacher and the lead teacher for the Academy of Engineering at his high school.*

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