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Pass your AS & A level maths with flying colours Looking to pass your AS and A level maths? Look no further. AS & A Level Maths For Dummies offers detailed, simple steps for all of the main types of problems you'll face in your exams, offering explanations of how the topics link together, advice on how to remember the key facts and methods, and ways to structure revision. Even if your head is spinning and you don't know where to begin, this fun and friendly guide gives in-depth support on exactly what you need to know. In the big data and digital age, maths skills have never been more important to career success. AS & A Level Maths For Dummies guides you through the skills needed to pass the exams taken at the end of the first and second year of the course. It begins with the knowledge needed to get a top grade at GCSE, followed by sections on Algebra (functions, graph-sketching, and logarithms), Geometry (coordinate geometry, trigonometry, and working with shapes) and Calculus (differentiation, integration, and differential equations). Helps you build the confidence you need to pass your exams Serves as an excellent supplement to classroom learning Makes difficult maths concepts easy to understand Offers in-depth support in a fun and friendly style If you're an AS & A level student looking to do your very best at exam time, AS & A Level Maths For Dummies makes it easier.

Assuming GCSE as a starting point (National Curriculum Level 7/8), this A-Level mathematics text provides transitional material in the early chapters for students from a variety of mathematical backgrounds, and caters for a wide spread of ability. It contains the core for A-Level mathematics as outlined in all examination board syllabuses, and additional coverage is included to cater for the pure maths content of A-Level mathematics courses combining pure maths with mechanics / statistics / decision (discrete) maths, and the first half of A-Level pure mathematics.

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 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 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 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 algebra instructors interested in making connections to secondary mathematics.

The focus of this book is on the birth and historical development of permutation statistical methods from the early 1920s to the near present. Beginning with the seminal contributions of R.A. Fisher, E.J.G. Pitman, and others in the 1920s and 1930s, permutation statistical methods were initially introduced to validate the assumptions of classical statistical methods. Permutation methods have advantages over classical methods in that they are optimal for small data sets and non-random samples, are data-dependent, and are free of distributional assumptions. Permutation probability values may be exact, or estimated via moment- or resampling-approximation procedures. Because permutation methods are inherently computationally-intensive, the evolution of computers and computing technology that made modern permutation methods possible accompanies the historical narrative. Permutation analogs of many well-known statistical tests are presented in a historical context, including multiple correlation and regression, analysis of variance, contingency table analysis, and measures of association and agreement. A non-mathematical approach makes the text accessible to readers of all levels.

Standards in the American education system are traditionally handled on a state-by-state basis, which can differ significantly from one region of the country to the next. Recently, initiatives proposed at the federal level have attempted to bridge this gap. *Common Core Mathematics Standards and Implementing Digital Technologies* provides a critical discussion of educational standards in mathematics and how communication technologies can support the implementation of common practices across state lines. Leaders in the fields of mathematics education and educational technology will find an examination of the Common Core State Standards in Mathematics through concrete examples, current research, and best practices for teaching all students regardless of grade level or regional location. This book is part of the *Advances in Educational Technologies and Instructional Design* series collection.

MATH AND SCIENCE FOR YOUNG CHILDREN, Eighth Edition, introduces readers to engaging math and science experiences for early childhood and early elementary education programs, and provides an organized, sequential approach to creating a developmentally appropriate math and science curriculum. The content aligns with key guidelines and standards: The National Association for the Education of Young Children's (NAEYC) Professional Preparation Standards (2010); Developmentally Appropriate Practice (DAP) guidelines; Common Core Mathematics Standards; and Next Generation Science Standards (NGSS). The book also addresses STEM/STEAM and the essential domains of child growth and development during the crucial birth-through-eight age range. A valuable resource for the student/future teacher, working professional, or involved parent, MATH AND SCIENCE FOR YOUNG CHILDREN emphasizes the interrelatedness of math and science and how they can be integrated into all other curriculum areas. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Learn how to help elementary students build mathematical proficiency with purposeful, standards-based, differentiated, engaging small-group instruction. This best-selling book from Dr. Nicki Newton provides a repertoire of in-depth strategies for conducting effective guided math lessons, scaffolding and managing learning in small groups, and assessing learning. Dr. Newton shows you the framework for guided math lessons and then helps you develop an action plan to get started. This fully updated second edition features helpful new sections on beliefs, teacher moves, planning, talking and questioning, and kidwatching. It also contains a brand new study guide to help you get the most out of the book and use it with your colleagues. Perfect for teachers, coaches, and supervisors, this popular resource is filled with tools you can use immediately, including anchor charts, schedules, templates, and graphic organizers. With the practical help throughout, you'll be able to implement Tier 1 and 2 lessons easily. This book will help you guide all your students to becoming more competent, flexible, and confident mathematicians!

Since the Games, the same political impetus and agreed deadlines no longer exist and many aspects of legacy are in danger of faltering, whilst some have fallen by the wayside. There is confusion on the timeframes and targets involved in delivery and a lack of clear ownership of legacy as a whole. The committee recommends that a minister be given overall responsibility for the Olympic legacy, enabling greater co-ordination across Whitehall departments. It also believes the Mayor of London should be given control over further development of east London and the Olympic Park in Stratford. There is also a warning over the geographic disparity in the economic benefits stemming from the Games. While London and the south-east of England benefited with nearly 15,000 additional jobs, just seven were created in the North East. London 2012 may have promised to "inspire a generation" but the committee says it found "little evidence [of a] step change" in sports participation levels across the UK. UK Sport, the body that invests approximately £100m in high-performance athletes and teams each year and decides funding levels for Olympic and Paralympic sports, is also criticised. The committee believes not enough is being done by UK Sport to help both team and emerging sports. The 'no compromise' approach of UK Sport has delivered medals for Team GB and has clearly improved top-end importance. This approach, however, has an inherent

bias against team sports, and fails to help emerging sports, some of which, such as handball and volleyball, generated real enthusiasm at London 2012.

This book, *Teaching Learners with Visual Impairment*, focuses on holistic support to learners with visual impairment in and beyond the classroom and school context. Special attention is given to classroom practice, learning support, curriculum differentiation and assessment practices, to mention but a few areas of focus covered in the book. In this manner, this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment.

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