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Mathematics education will never truly improve until it adequately addresses those students whom the system has most failed. The 2018 volume of Annual Perspectives in Mathematics Education (APME) series showcases the efforts of classroom teachers, school counselors and administrators, teacher educators, and education researchers to ensure mathematics teaching and learning is a humane, positive, and powerful experience for students who are Black, Indigenous, and/or Latinx. The book's chapters are grouped into three sections: Attending to Students' Identities through Learning, Professional Development That Embraces Community, and Principles for Teaching and Teacher Identity. To turn our schools into places where children who are Indigenous, Black, and Latinx can thrive, we need to rehumanize our teaching practices. The chapters in this volume describe a variety of initiatives that work to place these often marginalized students--and their identities, backgrounds, challenges, and aspirations--at the center of mathematics teaching and learning. We meet teachers who listen to and learn from their students as they work together to reverse those dehumanizing practices found in traditional mathematics education. With these examples as inspiration, this volume opens a conversation on what mathematics educators can do to enable Latinx, Black, and Indigenous students to build on their strengths and fulfill their promise.

This second edition, written especially to support the University of Cambridge International Examinations IGCSE Mathematics (0580) syllabus, is now in full colour and includes a student's CD. The text is ideal for students following the Extended Curriculum. International contexts are used throughout to aid understanding and ensure this text is relevant to students everywhere.

Incorporating a wide range of thematic maps, a statistical section and a comprehensive cross-referenced gazetteer, The Oxford School Atlas fulfils all the requirements for GCSE geographical skills and locational knowledge.

A historical and theoretical analysis of the formation of colonial society in the Cochabamba Valleys of Bolivia. A new final chapter reexamines the findings of the original study and situates this regional history in the political/historiographical persp

Written by an experienced mathematics teacher Karen Morrison, the text is enquiry-based, designed for face-to-face learning and has an interactive approach to the subject. Case studies and questions are used to help students understand the implications of the topic.

This companion to Core Maths for A-level covers all the work necessary for the mechanics component of all boards' syllabuses for A-level mathematics.

Dealing with mechanics and the solving of mechanical problems with the help of pure mathematics, this A-Level text introduces at an early stage an appreciation of the properties of vectors. Throughout the book problems are solved using vector methods where appropriate, and many worked examples are provided to illustrate each main development of a topic. A set of straightforward problems follows each section, and a selection of more challenging questions appears in the miscellaneous exercises at the end of most chapters, with multiple-choice questions on most topics.

Checkpoint Maths is the first 11-14 series to be written specifically for students who are preparing for the University of Cambridge International Examinations Checkpoint test and IGCSE exam. The series is fully endorsed by CIE and is included in their Checkpoint Mathematics Resources List. - Written for an international audience - Includes plenty of exercises for practice - Contains extension material to stretch more able students - Investigations at the end of each section illustration applications of the work covered - ICT is an integral part of the course, with ICT activities at the end of each section

Jews often consider Hinduism to be Avoda Zara, idolatry, due to its worship of images and multiple gods. Closer study of Hinduism and of recent Jewish attitudes to it suggests the problem is far more complex. In the process of considering Hinduism's status as Avoda Zara, this book revisits the fundamental definitions of Avoda Zara and asks how we use the category. By appealing to the history of Judaism's view of Christianity, author Alon Goshen-Gottstein seeks to define what Avoda Zara is and how one might recognize the same God in different religions, despite legal definitions. Through a series of leading questions, the discussion moves from a blanket view of Hinduism as idolatry to a recognition that all religions have aspects that are idolatrous and non-idolatrous. Goshen-Gottstein explains how the category of idolatry itself must be viewed with more nuance. Introducing this nuance, he asserts, leads one away from a globalized view of an entire tradition in these terms.

The Nelson Mathematics for Cambridge International AS & A Level series is tailored to the needs of A and AS level students of the latest 9709 syllabus. Developed by a team of experienced examiners and international authors, it provides comprehensive coverage for this syllabus and effective preparation for the Cambridge exams. The Nelson Pure Mathematics 2 and 3 for Cambridge International A Level text is designed for students taking the P2 and P3 exam papers. It provides introductions to topics and step-by-step worked examples to aid students in their understanding of the course material. Regular summaries of formulae and key pieces of information help students to revise. Numerous exercises provide opportunities to practice learning and to embed and develop skills. Students are well equipped to reach their full potential, with practice exam papers providing opportunities for effective exam preparation.

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