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Designed for mathematics majors and other students who intend to teach mathematics at the secondary school level, College Geometry: A Unified Development unifies the three classical geometries within an axiomatic framework. The author develops the axioms to include Euclidean, elliptic, and hyperbolic geometry, showing how geometry has real and far-reaching implications. He approaches every topic as a fresh, new concept and carefully defines and explains geometric principles. The book begins with elementary ideas about points, lines, and distance, gradually introducing more advanced concepts such as congruent triangles and geometric inequalities. At the core of the text, the author simultaneously develops the classical formulas for spherical and hyperbolic geometry within the axiomatic framework. He explains how the trigonometry of the right triangle, including the Pythagorean theorem, is developed for classical non-Euclidean geometries. Previously accessible only to advanced or graduate students, this material is presented at an elementary level. The book also explores other important concepts of modern geometry, including affine transformations and circular inversion. Through clear explanations and numerous examples and problems, this text shows step-by-step how fundamental geometric ideas are connected to advanced geometry. It represents the first step toward future study of Riemannian geometry, Einstein's relativity, and theories of cosmology.

The driving forces behind mathematics learning trajectories is the need to understand how children actually learn and make sense of mathematics-how they progress from prior knowledge, through intermediate understandings, to the mathematics target understandings-and how to use these insights to improve instruction and student learning. In this book, readers will come to understand what learning trajectories are, the research and methodology that are necessary for developing them, and gain insight into potential applications of learning trajectories. A synthesis and research outcome in their own right, learning trajectories provide detailed description of instructionally-grounded development of mathematical concepts and reasoning from the perspective of student learning, and, overall, building on decades of accumulated experience in mathematics education research. However, their greater importance may lie in their potential as frameworks that contribute an unprecedented coherence across classroom instruction, professional development, standards, and assessment, by focusing squarely on conceptual understanding and reasoning instead of assessment-driven procedural knowledge. This potential was sufficiently compelling as an organizing framework to have been cited as a basis for the Common Core mathematics standards, the new mathematics learning expectations that are now consistent across most of the United States. (Among the conference attendees were the writers of the Common Core State Standards for Mathematics, at the beginning of the Standards drafting process.) This book is an outgrowth of a conference on learning trajectories, hosted in 2009 at North Carolina State University, which examined research on learning trajectories. An overarching message of the chapters in this volume is that learning trajectories, by focusing on how children's mathematical reasoning develops, are coming into their own as a rigorous underpinning for both instruction and accountability. Some of the learning scientists featured in this volume have played major roles learning trajectories' evolution--from small-scale day-to-day conjectures by individual teachers, to systematic research endeavors that teachers and scientists alike can use to interpret standards, plan instruction, and formatively assess student work. The work in this volume will be of interest to mathematics educators, teachers, and professional development specialists.

This collaborative volume presents trends arising from the fruitful interaction between the themes of combinatorics on words, automata and formal language theory, and number theory. Presenting several important tools and concepts, the authors also reveal some of the exciting and important relationships that exist between these different fields. Topics include numeration systems, word complexity function, morphic words, Rauzy tilings and substitutive dynamical systems, Bratelli diagrams, frequencies and ergodicity, Diophantine approximation and transcendence, asymptotic properties of digital functions, decidability issues for DOL systems, matrix products and joint spectral radius. Topics are presented in a way that links them to the three main themes, but also extends them to dynamical systems and ergodic theory, fractals, tilings and spectral properties of matrices. Graduate students, research mathematicians and computer scientists working in combinatorics, theory of computation, number theory, symbolic dynamics, fractals, tilings and stringology will find much of interest in this book.

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