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y Theorems

And

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This

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OF

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aims to be a

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reference work for

all parts of mathe

matics. It is a

translation with

updates and editorial

comments of the

Soviet Mathematical

Encyclopaedia

published by 'Soviet

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Publishing House' in

five volumes in

1977-1985. The

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**annotated
translation consists
of ten volumes
including a special
index volume. There
are three kinds of
articles in this
ENCYCLOPAEDIA.
First of all there are
survey-type articles
dealing with the
various main
directions in**

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mathematics (where a rather fine subdivision has been used).

The main requirement for these articles has been that they should give a reasonably complete up-to-date account of the current state of affairs in these areas and that they should

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**be maximally
accessible. On the
whole, these articles
should be
understandable to
mathematics
students in their first
specialization years,
to graduates from
other mathematical
areas and, depending
on the specific
subject, to specialists**

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in other domains of science, en gineers and teachers of mathematics. These articles treat their material at a fairly general level and aim to give an idea of the kind of problems, techniques and concepts involved in the area in question. They also contain

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**background and
motivation rather
than precise**

**statements of precise
theorems with
detailed definitions
and technical details
on how to carry out
proofs and
constructions. The
second kind of
article, of medium
length, contains**

Acces PDF

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**more detailed
concrete problems,
results and**

techniques.

**When it comes to
math, standards-
aligned is achieveme
nt-aligned... Since
The Common Core
Mathematics
Companions for
grades K–2, 3–5 and
6–8 burst on the**

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mathematics success
is at your fingertips.
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the pieces of an in-
depth explanation,
showing the**

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**mathematical
progression of each
conceptual category,
how standards
connect within and
across domains, and
what teachers and
students should be
doing every day to
foster deep learning.
This book provides a
thorough,
intermediate-level**

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**yet concise course in
Trigonometry for
use in colleges. There
are 37 short
chapters, each
treating one specific
theme and
containing worked
examples and easy
exercises. Central to
the work are the
trigonometric
properties of triangle**

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**ABC and its
associated points. A
small appendix**

contains some

Spherical

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related to the earth;**

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enthusiastic students**

**provides further
lengthier exercises
for extra practice,**

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**and full solutions are
supplied in the
conclusion.**

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other books on
Trigonometry, this
book covers the vast
spread of topics.**

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author reminds
readers of the
historical importance
of theorems**

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student, and

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designing

classrooms that

promote

understanding of

geometry and

space. Although

these elements

of geometry

education are

mutually

constituted, the

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book is organized to highlight, first, the editors' vision of a general geometry education; second, the development of student thinking in everyday and classroom contexts; and

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third, the role
of technologies.

Rather than

looking to high
school geometry
as the

locus--and all
too often, the
apex--of
geometric

reasoning, the
contributors to
this volume
suggest that

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reasoning about
space can and
should be
successfully
integrated with
other forms of
mathematics,
starting at the
elementary level
and continuing
through high
school.

Reintegrating
spatial

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structure, and design and reinvigoration of traditional topics such as measure, dimension, and form. Further, the editors' position is that the teaching of geometry and spatial visualization in

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school should
not be

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of Greek

geometry, but
should include
attention to

contributions to
the mathematics

of space that
developed

subsequent to

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those of the
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in mathematics
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students.

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generally found

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difficult subjects to

understand and

learn. Despite the

publication of

hundreds of

textbooks in this

field, each one

intended to provide

an improvement

over previous

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*textbooks, students
of algebra and
trigonometry*

*continue to remain
perplexed as a result
of numerous subject
areas that must be
remembered and
correlated when
solving problems.*

Various

interpretations of

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*algebra and
trigonometry terms*

also contribute to

the difficulties of

mastering the

subject. In a study

of algebra and

trigonometry, REA

found the following

basic reasons

underlying the

inherent difficulties

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*of both math
subjects: No
systematic rules of
analysis were ever
developed to follow
in a step-by-step
manner to solve
typically
encountered
problems. This
results from
numerous different*

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*conditions and
principles involved
in a problem that*

leads to many

possible different

solution methods. To

prescribe a set of

rules for each of the

possible variations

would involve an

enormous number

of additional steps,

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*making this task
more burdensome
than solving the*

*problem directly due
to the expectation of
much trial and
error. Current
textbooks normally
explain a given
principle in a few
pages written by a
mathematics*

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*professional who
has insight into the
subject matter not
shared by others.*

*These explanations
are often written in
an abstract manner
that causes
confusion as to the
principle's use and
application.*

Explanations then

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are often not sufficiently detailed or extensive enough to make the reader aware of the wide range of applications and different aspects of the principle being studied. The numerous possible variations of

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*principles and their
Theorems And
Applications are
Problems, Ma
usually not*

*discussed, and it is
left to the reader to
discover this while
doing exercises.*

*Accordingly, the
average student is
expected to
rediscover that
which has long been*

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*established and
practiced, but not
always published or
adequately
explained. The
examples typically
following the
explanation of a
topic are too few in
number and too
simple to enable the
student to obtain a*

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thorough grasp of

the involved

principles. The

explanations do not

provide sufficient

basis to solve

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be assigned for

homework or given

on examinations.

Poorly solved

examples such as

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these can be presented in abbreviated form which leaves out much explanatory material between steps, and as a result requires the reader to figure out the missing information. This leaves the reader

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*with an impression
that the problems
and even the subject
are hard to learn -
completely the
opposite of what an
example is supposed
to do. Poor examples
are often worded in
a confusing or
obscure way. They
might not state the*

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nature of the problem or they present a solution, which appears to have no direct relation to the problem. These problems usually offer an overly general discussion - never revealing how or what is to be

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*solved. Many
examples do not
include*

*accompanying
diagrams or graphs,
denying the reader
the exposure
necessary for
drawing good
diagrams and
graphs. Such
practice only*

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strengthens understanding by simplifying and organizing algebra and trigonometry processes. Students can learn the subject only by doing the exercises themselves and reviewing them in class, obtaining experience in

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*applying the
principles with their
different*

*ramifications. In
doing the exercises
by themselves,
students find that
they are required to
devote considerable
more time to algebra
and trigonometry
than to other*

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subjects, because they are uncertain with regard to the selection and application of the theorems and principles involved. It is also often necessary for students to discover those "tricks" not revealed in their

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texts (or review books) that make it possible to solve problems easily.

Students must usually resort to methods of trial and error to discover these "tricks," therefore finding out that they may sometimes spend

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*several hours to
solve a single
problem. When*

*reviewing the
exercises in
classrooms,
instructors usually
request students to
take turns in writing
solutions on the
boards and
explaining them to*

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the class. Students often find it difficult to explain in a manner that holds the interest of the class, and enables the remaining students to follow the material written on the boards. The remaining students

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in the class are thus too occupied with copying the material off the boards to follow the professor's explanations. This book is intended to aid students in algebra and trigonometry overcome the

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*difficulties
described by
supplying detailed
illustrations of the
solution methods
that are usually not
apparent to students.
Solution methods
are illustrated by
problems that have
been selected from
those most often*

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*assigned for class
work and given on
examinations. The*

problems are

*arranged in order of
complexity to enable*

*students to learn and
understand a*

*particular topic by
reviewing the*

problems in

sequence. The

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problems are

illustrated with

detailed, step-by-step

explanations, to save

the students large

amounts of time

that is often needed

to fill in the gaps

that are usually

found between steps

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methods of analysis

and solution

techniques. This

learning approach is

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*similar to that
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*particularly in the
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