

# Lesson Solving Rate Problems 8 1 Wikispaces

This is likewise one of the factors by obtaining the soft documents of this **Lesson Solving Rate Problems 8 1 Wikispaces** by online. You might not require more time to spend to go to the book foundation as capably as search for them. In some cases, you likewise do not discover the proclamation Lesson Solving Rate Problems 8 1 Wikispaces that you are looking for. It will unconditionally squander the time.

However below, once you visit this web page, it will be correspondingly categorically easy to acquire as capably as download guide Lesson Solving Rate Problems 8 1 Wikispaces

It will not say yes many times as we run by before. You can realize it while statute something else at house and even in your workplace. as a result easy! So, are you question? Just exercise just what we present under as well as evaluation **Lesson Solving Rate Problems 8 1 Wikispaces** what you similar to to read!

**How to Study in College** Walter Pauk 2013-02-14 Over a million students have transformed adequate work into academic achievement with this best-selling text. HOW TO STUDY IN COLLEGE sets students on the path to success by helping them build a strong foundation of study skills, and learn how to gain, retain, and explain information. Based on widely tested educational and learning theories, HOW TO STUDY IN COLLEGE teaches study techniques such as visual thinking, active listening, concentration, note taking, and test taking, while also incorporating material on vocabulary building. Questions in the Margin, based on the Cornell Note Taking System, places key questions about content in the margins of the text to provide students with a means for reviewing and reciting the main ideas. Students then use this technique--the Q-System--to formulate their own questions. The Eleventh Edition maintains the straightforward and traditional academic format that has made HOW TO STUDY IN COLLEGE the leading study skills text in the market. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

**Ten Strategies of a World-Class Cybersecurity Operations Center** Carson Zimmerman 2014-07-01 Ten Strategies of a World-Class Cyber Security Operations Center conveys MITRE's accumulated expertise on enterprise-grade computer network defense. It covers ten key qualities of leading Cyber Security Operations Centers (CSOCs), ranging from their structure and organization, to processes that best enable smooth operations, to approaches that extract maximum value from key CSOC technology investments. This book offers perspective and context for key decision points in structuring a CSOC, such as what capabilities to offer, how to architect large-scale data collection and analysis, and how to prepare the CSOC team for agile, threat-based response. If you manage, work in, or are standing up a CSOC, this book is for you. It is also available on MITRE's website, [www.mitre.org](http://www.mitre.org).

**Teaching to the Math Common Core State Standards** F. D. Rivera 2015-06-17 This is a methods book for preservice middle level majors and beginning middle school teachers. It takes a very practical approach to learning to teach middle school mathematics in an emerging Age of the Common Core State Standards. The Common Core State Standards in Mathematics (CCSSM) is not meant to be "the" official mathematics curriculum; it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace. A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the Grade 5 through Grade 8 and (traditional pathway) Algebra I portions of the CCSSM first, with issues in content-practice assessment, learning, teaching, and classroom management pursued next and in that order. In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content-practice learning, teaching, and assessment. The Common Core state content standards, which pertain to mathematical knowledge, skills, and applications, have been carefully crafted so that they are teachable, learnable, coherent, fewer, clearer, and higher. The practice standards, which refer to institutionally valued mathematical actions, processes, and habits, have been conceptualized in ways that will hopefully encourage all middle school students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation. Thus, in the

CCSSM, proficiency in content alone is not sufficient, and so does practice without content, which is limited. Content and practice are both equally important and, thus, must come together in teaching, learning, and assessment in order to support authentic mathematical understanding. This blended multisourced text is a "getting smart" book. It prepares preservice middle level majors and beginning middle school teachers to work within the realities of accountable pedagogy and to develop a proactive disposition that is capable of supporting all middle school students in order for them to experience growth in mathematical understanding that is necessary for high school and beyond, including future careers.

**What Really Works With Exceptional Learners** Wendy W. Murawski 2017-01-20 Your desk reference for success with exceptional students As education trends promote the inclusion of students with special needs, this book is the perfect resource for teachers and administrators who need to know what works...and what doesn't. With personal experiences, references, and reproducibles, this book identifies evidence-based practices in an easy-access format. The editors and authors examine how special educational needs affect: Content areas like reading and math Specialization areas like autism and learning disabilities Pedagogical areas like culturally responsive practices and accommodations Other critical areas like legal issues, behavior challenges, and home-school collaboration

**Introduction to Computational Science** Angela B. Shiflet 2014-03-30 Computational science is an exciting new field at the intersection of the sciences, computer science, and mathematics because much scientific investigation now involves computing as well as theory and experiment. This textbook provides students with a versatile and accessible introduction to the subject. It assumes only a background in high school algebra, enables instructors to follow tailored pathways through the material, and is the only textbook of its kind designed specifically for an introductory course in the computational science and engineering curriculum. While the text itself is generic, an accompanying website offers tutorials and files in a variety of software packages. This fully updated and expanded edition features two new chapters on agent-based simulations and modeling with matrices, ten new project modules, and an additional module on diffusion. Besides increased treatment of high-performance computing and its applications, the book also includes additional quick review questions with answers, exercises, and individual and team projects. The only introductory textbook of its kind—now fully updated and expanded Features two new chapters on agent-based simulations and modeling with matrices Increased coverage of high-performance computing and its applications Includes additional modules, review questions, exercises, and projects An online instructor's manual with exercise answers, selected project solutions, and a test bank and solutions (available only to professors) An online illustration package is available to professors

**Distance Education for Teacher Training** Hilary Perraton 2002-03-11 First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

**The Last Lecture** Randy Pausch 2008-04-08 "We cannot change the cards we are dealt, just how we play the hand."---Randy Pausch A lot of professors give talks titled "The Last Lecture." Professors are asked to consider their demise and to ruminate on what matters most to them. And while they speak, audiences can't help but mull the same question: What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy? When Randy Pausch, a computer

science professor at Carnegie Mellon, was asked to give such a lecture, he didn't have to imagine it as his last, since he had recently been diagnosed with terminal cancer. But the lecture he gave--"Really Achieving Your Childhood Dreams"--wasn't about dying. It was about the importance of overcoming obstacles, of enabling the dreams of others, of seizing every moment (because "time is all you have...and you may find one day that you have less than you think"). It was a summation of everything Randy had come to believe. It was about living. In this book, Randy Pausch has combined the humor, inspiration and intelligence that made his lecture such a phenomenon and given it an indelible form. It is a book that will be shared for generations to come.

**Dual Language Education** Kathryn J. Lindholm-Leary 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

**Numeracy in Authentic Contexts** Maura Sellars 2017-10-25 This book is based on the notion that there are many ways in which mathematics learning can be achieved for students and that not all of them are focused on the mathematics classroom. It explores the foundational numeracy principles of the non-mathematical subject areas and aligns these to the Australian numeracy-learning continuum. It demonstrates, in detail, the extent to which numeracy competencies underpin successful learning in all the subject areas of the curricula. It validates a focus of developing numeracy competencies through learning in the arts, science and other discipline areas with which school students to engage with in order develop holistically, but which are not subjected to national assessment practices. It is developed around the notion of 'praxis', putting theory into practice in order to respond to the urgent need for students to be supported in their efforts to increase their numeracy capabilities in a world where extensive amounts of new information are often presented in graphical or data based formats. Additionally, it offers perspectives on developing all students' capacities to become numerate in school contexts and presents inclusive, differentiated lesson examples as an alternative way of exploring numeracy in the context of teaching and learning in real-world classroom contexts.

**Principles to Actions** National Council of Teachers of Mathematics 2014-02 This text offers guidance to teachers, mathematics coaches, administrators, parents, and policymakers. This book: provides a research-based description of eight essential mathematics teaching practices ; describes the conditions, structures, and policies that must support the teaching practices ; builds on NCTM's Principles and Standards for School Mathematics and supports implementation of the Common Core State Standards for Mathematics to attain much higher levels of mathematics achievement for all students ; identifies obstacles, unproductive and productive beliefs, and key actions that must be understood, acknowledged, and addressed by all stakeholders ; encourages teachers of mathematics to engage students in mathematical thinking, reasoning, and sense making to significantly strengthen teaching and learning.

**Task Design In Mathematics Education** Anne Watson 2015-10-26 \*THIS BOOK IS AVAILABLE AS OPEN ACCESS BOOK ON SPRINGERLINK\* This open access book is the product of ICMI Study 22 Task Design in Mathematics Education. The study offers a state-of-the-art summary of relevant research and goes beyond that to develop new insights and new areas of knowledge and study about task design. The authors represent a wide range of countries and cultures and are leading researchers, teachers and designers. In particular, the authors develop explicit understandings of the opportunities and difficulties involved in designing and implementing tasks and of the interfaces between the teaching, researching and designing roles - recognising that these might be undertaken by the same person or by completely separate teams. Tasks generate the activity through which learners meet mathematical concepts, ideas, strategies and learn to use and develop mathematical thinking and modes of enquiry. Teaching includes the selection, modification, design, sequencing, installation, observation and evaluation of tasks. The book illustrates how task design is core to effective teaching, whether the task is a complex, extended, investigation or a small part of a lesson; whether it is part of a curriculum system, such as a textbook, or promotes free standing activity; whether the task comes from published source or is devised by the teacher or the student.

**Using Technology with Classroom Instruction that Works** Howard Pitler 2012 Technology is ubiquitous, and its

potential to transform learning is immense. The first edition of *Using Technology with Classroom Instruction That Works* answered some vital questions about 21st century teaching and learning: What are the best ways to incorporate technology into the curriculum? What kinds of technology will best support particular learning tasks and objectives? How does a teacher ensure that technology use will enhance instruction rather than distract from it? This revised and updated second edition of that best-selling book provides fresh answers to these critical questions, taking into account the enormous technological advances that have occurred since the first edition was published, including the proliferation of social networks, mobile devices, and web-based multimedia tools. It also builds on the up-to-date research and instructional planning framework featured in the new edition of *Classroom Instruction That Works*, outlining the most appropriate technology applications and resources for all nine categories of effective instructional strategies: \* Setting objectives and providing feedback \* Reinforcing effort and providing recognition \* Cooperative learning \* Cues, questions, and advance organizers \* Nonlinguistic representations \* Summarizing and note taking \* Assigning homework and providing practice \* Identifying similarities and differences \* Generating and testing hypotheses Each strategy-focused chapter features examples--across grade levels and subject areas, and drawn from real-life lesson plans and projects--of teachers integrating relevant technology in the classroom in ways that are engaging and inspiring to students. The authors also recommend dozens of word processing applications, spreadsheet generators, educational games, data collection tools, and online resources that can help make lessons more fun, more challenging, and--most of all--more effective.

**21st Century Skills** Bernie Trilling 2012-02-07 Presents an introduction to the framework of twenty-first century learning, covering the skills needed to thrive, including learning and innovations skills, digital literacy skills, and life and career skills.

**The Fourth Industrial Revolution** Klaus Schwab 2017 Between the 18th and 19th centuries, Britain experienced massive leaps in technological, scientific, and economical advancement

**GAIMME** Solomon A. Garfunkel 2016

**Good Questions** Marian Small 2012-01-01 Expanded to include connections to Common Core State Standards, as well as National Council of Teachers of Mathematics (NCTM) standards, this critically acclaimed book will help every teacher and coach to meet the challenges of differentiating mathematics instruction in the K-8 classroom. In this bestseller, math education expert Marian Small explains two powerful and universal strategies that teachers can use across all math content: Open Questions and Parallel Tasks. Showing teachers how to get started and become expert with these strategies, Small also demonstrates more inclusive learning conversations that promote broader student participation and mathematical thinking required by CCSS. Specific strategies and examples for each grade band are organized around NCTM content strands: Number and Operations, Geometry, Measurement, Algebra, and Data Analysis and Probability.

**UNESCO ICT Competency Framework for Teachers** UNESCO 2018-10-29

**The Use of Computer and Video Games for Learning** Alice Mitchell 2004

**Building Thinking Classrooms in Mathematics, Grades K-12** Peter Liljedahl 2020-09-28 A thinking student is an engaged student Teachers often find it difficult to implement lessons that help students go beyond rote memorization and repetitive calculations. In fact, institutional norms and habits that permeate all classrooms can actually be enabling "non-thinking" student behavior. Sparked by observing teachers struggle to implement rich mathematics tasks to engage students in deep thinking, Peter Liljedahl has translated his 15 years of research into this practical guide on how to move toward a thinking classroom. *Building Thinking Classrooms in Mathematics, Grades K-12* helps teachers implement 14 optimal practices for thinking that create an ideal setting for deep mathematics learning to occur. This guide Provides the what, why, and how of each practice and answers teachers' most frequently asked questions Includes firsthand accounts of how these practices foster thinking through teacher and student interviews and student work samples Offers a plethora of macro moves, micro moves, and rich tasks to get started Organizes the 14 practices into four toolkits that can be implemented in order and built on throughout the year When combined, these unique research-based practices create the optimal conditions for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms like never before.

**Open Middle Math** Robert Kaplinsky 2019 Imagine that you assign a math problem and your students,

instead of getting discouraged after not solving it on the first attempt, start working harder--as if on a quest to figure out the answer. They talk to each other and enthusiastically share their discoveries. What could possibly make this fantastic scenario come true? The answer is: the Open Middle math problems and strategies in this book. Open Middle Math by Robert Kaplinsky gives middle and high school teachers the problems and planning guidance that will encourage students to see mathematics in an entirely different light. These challenging and rewarding Open Middle math problems will help you see your students build genuine conceptual understanding, perseverance, and creativity. Inside, you'll learn how to: Implement Open Middle math problems that are simultaneously accessible for both students who are struggling and those looking for more challenge. Select and create Open Middle math problems that will help you detect students' misconceptions and strengthen their conceptual understanding. Prepare for and facilitate powerful classroom conversations using Open Middle math problems. Access resources that will help you continue learning beyond this book. With these practical and intuitive strategies, extensive resources, and Robert's own stories about his journey learning to use Open Middle math problems successfully, you will be able to support, challenge, and motivate all your students.

**Infinite Powers** Steven Strogatz 2019 From preeminent math personality and author of *The Joy of x*, a brilliant and endlessly appealing explanation of calculus - how it works and why it makes our lives immeasurably better. Without calculus, we wouldn't have cell phones, TV, GPS, or ultrasound. We wouldn't have unraveled DNA or discovered Neptune or figured out how to put 5,000 songs in your pocket. Though many of us were scared away from this essential, engrossing subject in high school and college, Steven Strogatz's brilliantly creative, down-to-earth history shows that calculus is not about complexity; it's about simplicity. It harnesses an unreal number--infinity--to tackle real-world problems, breaking them down into easier ones and then reassembling the answers into solutions that feel miraculous. *Infinite Powers* recounts how calculus tantalized and thrilled its inventors, starting with its first glimmers in ancient Greece and bringing us right up to the discovery of gravitational waves (a phenomenon predicted by calculus). Strogatz reveals how this form of math rose to the challenges of each age: how to determine the area of a circle with only sand and a stick; how to explain why Mars goes "backwards" sometimes; how to make electricity with magnets; how to ensure your rocket doesn't miss the moon; how to turn the tide in the fight against AIDS. As Strogatz proves, calculus is truly the language of the universe. By unveiling the principles of that language, *Infinite Powers* makes us marvel at the world anew.

**Process Oriented Guided Inquiry Learning (POGIL)** Richard Samuel Moog 2008 POGIL is a student-centered, group learning pedagogy based on current learning theory. This volume describes POGIL's theoretical basis, its implementations in diverse environments, and evaluation of student outcomes

*About Teaching Mathematics* Marilyn Burns 2007 A compendium of more than 240 classroom-tested lessons, this essential resource helps teachers build student understanding and skills and understand how children best learn math. In this third edition, Marilyn Burns has completely revised the first section to reflect what she has learned over the years from her classroom experience with students and her professional development experience with teachers. This section has also been expanded to address these important topics: teaching math vocabulary, incorporating writing into math instruction, linking assessment and instruction, and using children's literature to teach key math concepts. In an entirely new section, Marilyn addresses a wide range of questions she has received over the years from elementary and middle school teachers regarding classroom management and instructional issues.

Curriculum 21 Heidi Hayes Jacobs 2010-01-05 "What year are you preparing your students for? 1973? 1995? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today?" With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12 curriculum. Sharing her expertise as a world-renowned curriculum designer and calling upon the collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas: \* Content and assessment--How to identify what to keep, what to cut, and what to create, and where portfolios and other new kinds of assessment fit into the picture. \* Program structures--How to improve our use of time and space and groupings of students and staff. \* Technology--How it's transforming teaching, and how to take advantage of students' natural facility with technology. \* Media literacy--The

essential issues to address, and the best resources for helping students become informed users of multiple forms of media. \* Globalization--What steps to take to help students gain a global perspective. \* Sustainability--How to instill enduring values and beliefs that will lead to healthier local, national, and global communities. \* Habits of mind--The thinking habits that students, teachers, and administrators need to develop and practice to succeed in school, work, and life. The answers to these questions and many more make *Curriculum 21* the ideal guide for transforming our schools into what they must become: learning organizations that match the times in which we live.

**Teaching Unplugged** Luke Meddings 2009-01-01

Purity and Danger Professor Mary Douglas 2013-06-17 *Purity and Danger* is acknowledged as a modern masterpiece of anthropology. It is widely cited in non-anthropological works and gave rise to a body of application, rebuttal and development within anthropology. In 1995 the book was included among the *Times Literary Supplement's* hundred most influential non-fiction works since WWII. Incorporating the philosophy of religion and science and a generally holistic approach to classification, Douglas demonstrates the relevance of anthropological enquiries to an audience outside her immediate academic circle. She offers an approach to understanding rules of purity by examining what is considered unclean in various cultures. She sheds light on the symbolism of what is considered clean and dirty in relation to order in secular and religious, modern and primitive life.

**Five Practices for Orchestrating Productive Mathematical Discussion** Margaret S. Smith 2018-05-21

The same five practices teachers know and love for planning and managing powerful conversations in mathematics classrooms, updated with current research and new insights on anticipating, lesson planning, and lessons learned from teachers, coaches, and school leaders. This framework for orchestrating mathematically productive discussions is rooted in student thinking to launch meaningful discussions in which important mathematical ideas are brought to the surface, contradictions are exposed, and understandings are developed or consolidated. Learn the 5 practices for facilitating effective inquiry-oriented classrooms: Anticipating what students will do and what strategies they will use in solving a problem Monitoring their work as they approach the problem in class Selecting students whose strategies are worth discussing in class Sequencing those students' presentations to maximize their potential to increase students' learning Connecting the strategies and ideas in a way that helps students understand the mathematics learned

**Touching Spirit Bear** Ben Mikaelson 2010-04-20 In his Nautilus Award-winning classic *Touching Spirit Bear*, author Ben Mikaelson delivers a powerful coming-of-age story of a boy who must overcome the effects that violence has had on his life. After severely injuring Peter Driscoll in an empty parking lot, mischief-maker Cole Matthews is in major trouble. But instead of jail time, Cole is given another option: attend Circle Justice, an alternative program that sends juvenile offenders to a remote Alaskan Island to focus on changing their ways. Desperate to avoid prison, Cole fakes humility and agrees to go. While there, Cole is mauled by a mysterious white bear and left for dead. Thoughts of his abusive parents, helpless Peter, and his own anger cause him to examine his actions and seek redemption—from the spirit bear that attacked him, from his victims, and, most importantly, from himself. Ben Mikaelson paints a vivid picture of a juvenile offender, examining the roots of his anger without absolving him of responsibility for his actions, and questioning a society in which angry people make victims of their peers and communities. *Touching Spirit Bear* is a poignant testimonial to the power of a pain that can destroy, or lead to healing. A strong choice for independent reading, sharing in the classroom, homeschooling, and book groups.

**Integrating Technology in the Classroom** Boni Hamilton 2015-04-03 Teachers possess unique skills, knowledge and experience. So why should their approaches to classroom technology look the same? In *Integrating Technology in the Classroom*, author Boni Hamilton helps you discover technology tools and projects that resonate with your teaching style, classroom context and technology skill level — all while helping students achieve academic growth. In this book, every teacher can find new and immediately applicable ways to integrate technology in the classroom. Discover hundreds of tools and activities that support collaborative, student-centered learning, presented in order of complexity and difficulty to help you to build confidence and skills in each area. Explore how technology tools can support your instructional goals and help you meet the individual needs of visual, auditory, kinesthetic and multilingual learners. Filled with

the stories of teachers who have successfully employed technology in the classroom, this book will help you revise your lessons to meet the ISTE Standards for Students in a way that works for you.

Functions, Statistics and Trigonometry John W. McConnell 2010 Provides a broad-based, reality-oriented, easy-to-comprehend approach to the topic. Materials are designed to take into account the wide range of backgrounds and knowledge of students. Emphasizes skill in carrying out various algorithms; developing and using mathematical properties, relationships, and proofs; applying mathematics in realistic situations; and representing concepts with graphs or other diagrams. Includes self-test exercises.

Changing Shapes with Matrices Donald Cohen 1995

**Dinah Zike's Notebook Foldables for Spirals, Binders, & Composition Books** Dinah Zike 2008

**Challenges and Strategies in Teaching Linear Algebra** Sepideh Stewart 2018-02-01 This book originated from a Discussion Group (Teaching Linear Algebra) that was held at the 13th International Conference on Mathematics Education (ICME-13). The aim was to consider and highlight current efforts regarding research and instruction on teaching and learning linear algebra from around the world, and to spark new collaborations. As the outcome of the two-day discussion at ICME-13, this book focuses on the pedagogy of linear algebra with a particular emphasis on tasks that are productive for learning. The main themes addressed include: theoretical perspectives on the teaching and learning of linear algebra; empirical analyses related to learning particular content in linear algebra; the use of technology and dynamic geometry software; and pedagogical discussions of challenging linear algebra tasks. Drawing on the expertise of mathematics education researchers and research mathematicians with experience in teaching linear algebra, this book gathers work from nine countries: Austria, Germany, Israel, Ireland, Mexico, Slovenia, Turkey, the USA and Zimbabwe.

A Guide to Authentic e-Learning Jan Herrington 2009-12-04 Part of the groundbreaking Connecting with e-Learning series, A Guide to Authentic e-Learning provides effective, working examples to engage learners with authentic tasks in online settings. As technology continues to open up possibilities for innovative and effective teaching and learning opportunities, students and teachers are no longer content to accept familiar classroom or lecture-based pedagogies that rely on information delivery and little else. Situated and constructivist theories advocate that learning is best achieved in circumstances resembling the real-life application of knowledge. While there are multiple learning design models that share similar foundations, authentic e-learning tasks go beyond process to become complex, sustained activities that draw on realistic

situations to produce realistic outcomes. A Guide to Authentic e-Learning: develops the conceptual framework for authentic learning tasks in online environments provides practical guidance on design, implementation, and evaluation of authentic e-learning tasks includes case studies and examples of outcomes of using authentic e-learning tasks Written for teaching professionals in Higher Education who teach online, A Guide to Authentic e-Learning offers concrete guidelines and examples for developing and implementing authentic e-learning tasks in ways that challenge students to maximize their learning. This essential book provides effective, working examples to engages learners with authentic tasks in online learning settings.

A Study of Number 1909

**Integrated Math, Course 1, Student Edition** CARTER 12 2012-03-01 Includes: Print Student Edition

**Mathematical Cavalcade** Brian Bolt 1992-04-16 Mathematical Cavalcade follows the very successful Amazing Mathematical Amusement Arcade and The Mathematical Funfair by the same author. It contains a further 131 puzzles to challenge people of all ages. Hints and solutions are given in a commentary at the back of the book.

**GCSE Mathematics for OCR Higher Student Book** Professor in Medieval History Julia Smith 2015-04-16 A new series of bespoke, full-coverage resources developed for the 2015 GCSE Mathematics qualifications. Endorsed for the OCR J560 GCSE Mathematics Higher tier specification for first teaching from 2015, this Student Book provides full coverage of the new GCSE Mathematics qualification. With a strong focus on developing problem-solving skills, reasoning and fluency, it helps students understand concepts, apply techniques, solve problems, reason, interpret and communicate mathematically. Written by experienced teachers, it also includes a solid breadth and depth of quality questions set in a variety of contexts. GCSE Mathematics Online - an enhanced digital resource incorporating progression tracking - is also available, as well as Problem-solving Books, Homework Books and a free Teacher's Resource.

*If You Hopped Like A Frog* David M. Schwartz 2017-03-28 How far could you hop? If you hopped like a frog...you could jump from home plate to first base in one mighty leap! Did you know that a frog can jump 20 times its body length? Or that an ant can lift an object 50 times its own weight? Read this book and find out what you could do -- if you had the amazing abilities of animals! And there are endless possibilities for making more hilarious comparisons of your own. Get ready for ratio and proportion like you've never seen them before!

The General Theory of Employment, Interest, and Money John Maynard Keynes 1957