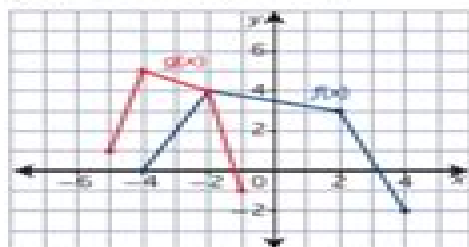


Unit 1 Test

Multiple Choice

For #1 to #7, choose the best answer.

1. The graph of $f(x)$ and its transformation, $g(x)$, are shown below.



The equation of the transformed function is

- A $g(x) = f\left(\frac{1}{2}(x - 3)\right) + 1$
 B $g(x) = f(2(x - 3)) + 1$
 C $g(x) = f\left(\frac{1}{2}(x + 3)\right) + 1$
 D $g(x) = f(2(x + 3)) + 1$
2. The graph of the function $y = f(x)$ is transformed by a reflection in the y -axis and a horizontal stretch about the y -axis by a factor of 3. Which of the following will not change?
- I the domain
 - II the range
 - III the x -intercepts
 - IV the y -intercept
- A I only
 B I and III
 C II and IV
 D depends on $y = f(x)$

3. Which pair of functions are *not* inverses of each other?

- A $f(x) = 5x$ and $g(x) = \frac{x}{5}$
 B $f(x) = x + 3$ and $g(x) = x - 3$
 C $f(x) = 4x - 1$ and $g(x) = \frac{1}{4}x + \frac{1}{4}$
 D $f(x) = \frac{x}{2} + 5$ and $g(x) = 2x - 5$
4. Which function has a domain of $\{x \mid x \in \mathbb{R}\}$ and a range of $\{y \mid y \geq -3, y \in \mathbb{R}\}$?
- A $y = |x + 4| - 3$
 B $y = \sqrt{x + 4} - 3$
 C $y = \sqrt{x^2 - 4} - 3$
 D $y = (x - 4)^2 - 3$
5. If the graph of $y = \sqrt{x + 3}$ is reflected in the line $y = x$, then which statement is true?
- A All invariant points lie on the y -axis.
 B The new graph is not a function.
 C The point $(6, 3)$ will become $(-3, 6)$.
 D The domain of the new graph is $\{x \mid x \geq 0, x \in \mathbb{R}\}$.
6. If the graph of a polynomial function of degree 3 passes through $(2, 4)$ and has x -intercepts of -2 and 3 only, the function could be
- A $f(x) = x^3 + x^2 - 8x - 12$
 B $f(x) = x^3 - x^2 - 8x + 12$
 C $f(x) = x^3 - 4x^2 - 3x + 18$
 D $f(x) = x^3 + 4x^2 - 3x - 18$
7. If $P(x) = -x^3 - 4x^2 + x + 4$, then
- A $x + 1$ is a factor
 B $P(0) = -1$
 C the y -intercept is -4
 D $x - 1$ is not a factor

Precal Hs Mathematics Unit Lesson 1

R Bogdan



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Mathematics Unit Planning in a PLC at Work®, High School Sarah Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mozingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9-12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning *Teaching and Learning High School Mathematics* Charlene E. Beckmann, Denise R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i.e. teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching *Teaching and Learning High School Mathematics* is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in

cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

Acquisition of Complex Arithmetic Skills and Higher-Order Mathematics Concepts David C. Geary, Daniel B. Berch, Robert Ochsendorf, Kathleen Mann Koepke, 2017-08-01 Acquisition of Complex Arithmetic Skills and Higher Order Mathematics Concepts focuses on typical and atypical learning of complex arithmetic skills and higher order math concepts As part of the series Mathematical Cognition and Learning this volume covers recent advances in the understanding of children s developing competencies with whole number arithmetic fractions and rational numbers Each chapter covers these topics from multiple perspectives including genetic disorders cognition instruction and neural networks Covers innovative measures and recent methodological advances in mathematical thinking and learning Contains contributions that improve instruction and education in these domains Informs policy aimed at increasing the level of mathematical proficiency in the general public

Common Core Mathematics in a PLC at Work TM, High School Timothy D. Kanold, 2012-05-09 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics for high school Discover what students should learn and how they should learn it Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency

Pre-Calculus, Calculus, and Beyond Hung-Hsi Wu, 2020-10-26 This is the last of three volumes that together give an exposition of the mathematics of grades 9 12 that is simultaneously mathematically correct and grade level appropriate The volumes are consistent with CCSSM Common Core State Standards for Mathematics and aim at presenting the mathematics of K 12 as a totally transparent subject This volume distinguishes itself from others of the same genre in getting the mathematics right In trigonometry this volume makes explicit the fact that the trigonometric functions cannot even be defined without the theory of similar triangles It also provides details for extending the domain of definition of sine and cosine to all real numbers It explains as well why radians should be used for angle measurements and gives a proof of the conversion formulas between degrees and radians In calculus this volume pares the technicalities concerning limits down

to the essential minimum to make the proofs of basic facts about differentiation and integration both correct and accessible to school teachers and educators the exposition may also benefit beginning math majors who are learning to write proofs An added bonus is a correct proof that one can get a repeating decimal equal to a given fraction by the long division of the numerator by the denominator This proof attends to all three things all at once what an infinite decimal is why it is equal to the fraction and how long division enters the picture This book should be useful for current and future teachers of K 12 mathematics as well as for some high school students and for education professionals Precalculus COMAP,2001-07-15 COMAP's new text for the precalculus course focuses on modeling and contemporary applications Teaching Secondary and Middle School Mathematics Daniel J. Brahier,2020-03-09 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor's Manual features a test bank sample classroom

activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511 *Directory of Distance Learning Opportunities* Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation Resources in Education ,2001-10 Embracing Reason Daniel Chazan,Sandra Callis,Michael Lehman,2009-12-16 This book tells a single story in many voices about a serious and sustained set of changes in mathematics teaching practice in a high school and how those efforts influenced and were influenced by a local university It includes the writings and perspectives of high school students high school teachers preservice teacher candidates doctoral students in mathematics education and other fields mathematics teacher educators and other education faculty As a whole this case study provides an opportunity to reflect on reform visions of mathematics for all students and the challenges inherent in the implementation of these visions in US schools It challenges us to rethink boundaries between theory and practice and the relative roles of teachers and university faculty in educational endeavors Bringing the Common Core Math Standards to Life Yvelyne Germain-McCarthy,Ivan Gill,2014-11-20 As high school math teachers shift to the Common Core State Standards the question remains What do the standards actually look like in the classroom This book answers that question by taking you inside of real Common Core classrooms across the country You ll see how exemplary teachers are meeting the new requirements and engaging students in math Through these detailed examples of effective instruction you will uncover how to bring the standards to life in your own classroom Special Features A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra geometry trigonometry statistics mathematics across the curriculum and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical ready to use tools you can take back to your classroom including unit plans and classroom handouts *Interactive Mathematics Program* Daniel M. Fendel,Diane Resek,Lynne Alper,Sherry Fraser,1997 A four year problem based mathematics curriculum for high school students **Proceedings Of The 14th International Congress On Mathematical Education (In 2 Volumes)** Jianpan Wang,2024-06-07 The International Congress on Mathematical Education ICME is the largest international conference on mathematics education in the world This quadrennial event is

organized under the auspices of the International Commission on Mathematical Instruction ICMI This book the Proceedings of ICME 14 presents the latest trends in mathematics education research and mathematics teaching practices at all levels Each chapter covers an extensive range of topics in mathematics education Volume I consists of 4 Plenary Lectures 3 Plenary Panels 5 Lectures of Awardees 4 Survey Teams 62 Topic Study Groups 13 Discussion Groups 20 Workshops a Thematic Afternoon and an Early Career Researcher Day Plenary Lectures recognize substantial and continuing contributions to the growth of the field of Mathematics Education Plenary Panels address three major challenges currently facing mathematics educators across the globe The Survey Teams have a particular emphasis on identifying and characterizing important new knowledge recent developments new perspectives and emergent issues The Topic Study Groups provides a coverage of important topics in mathematics education Volume II consists of 50 invited lectures which present the work and reflections of both established and emerging researchers from around the world These lectures cover a wide spectrum of topics themes and issues that reflect the latest challenges and development in the field of mathematics education

Meet Every Learner's Needs Robert Barnett, 2025-01-29 Classroom tested strategies to inspire true student learning *Meet Every Learner's Needs* delivers research backed techniques to transform classrooms into dynamic learning environments in which all students are appropriately challenged and appropriately supported every day Based on teacher and Modern Classrooms Project cofounder Robert Barnett's experience training thousands of teachers worldwide this book provides a methodology for K 12 educators to design lessons and courses that respond to individual learners unique needs and help every learner develop authentic understanding This approach has empowered educators and students in all grade levels and content areas everywhere from underperforming inner city public schools to elite international schools across all fifty states and over 150 countries The book includes highly practical tips and templates which busy teachers can use to provide better instruction immediately Throughout the book readers will learn how to Make direct instruction accessible and engaging to all learners Develop strong personal relationships with and between learners Create efficient learning experiences that give learners ownership and autonomy Share this approach with their colleagues and communities *Meet Every Learner's Needs* will leave readers both inspired and empowered to redesign instruction in their classrooms and communities It will help educators administrators and parents take immediate action to create learning experiences that help all students truly succeed

ENC Focus, 2000 *Developing Math Talent* Susan Goodsell Assouline, Ann Lupkowski-Shoplik, 2005 Build student success in math with the only comprehensive parent and teacher guide for developing math talent among advanced learners More than just a guidebook for educators and parents this book offers a comprehensive approach to mathematics education for gifted students in elementary and middle school All Levels

A Fresh Start for Collegiate Mathematics Nancy Baxter Hastings, Florence S. Gordon, Sheldon P. Gordon, Jack Narayan, 2006 This volume is an outcome of the NSF funded conference Rethinking the Preparation for Calculus which took place in Washington DC in October 2001 P vi Developing

Mathematical Talent Susan Assouline, Susan Goodsell Assouline, Ann Lupkowski-Shoplik, 2003 This is the original edition of the newly released Developing Math Talent While supplies last this edition is being sold on the Prufrock Press Web site at the discounted price of 9 95 Written for teachers and parents of gifted children with a talent for math this book provides a means for identifying the needs of mathematically t **Answers in the Tool Box** Clifford Adelman, 1999 Bring NCTM Standards to Life Yvelyne Germain- Mc Carthy, 2013-10-30 By presenting teacher profiles and sample lessons from across the country this book shows that the NCTM standards reflect successful practices of teachers at the grass roots

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