

North Carolina Math 3 High School Course Outline

Unit 3: Types of Functions

Lesson 1: Four Types of Functions: Linear, Absolute, Exponential, and Quadratic

Standard: F-IF.3 Compare key features of two functions using different representations (by comparing properties of two different functions, each with a different representation (symbolically, graphically, numerically in tables, or by verbal descriptions).

Vocabulary: Function, Equation, Linear, Quadratic, Absolute, Exponential, Graph, Table.

Goal: To be able to determine the type of function from a graph, table, or equation.

Lesson 2: Comparing Parts of the Four Functions: Linear, Absolute, Exponential, and Quadratic

Standard: F-IF.4 Interpreting features of graphs, tables, and verbal descriptions in context to describe functions that arise in applications relating two quantities for which periodicity and discontinuities.

F-IF.5 Compare the end behavior of functions using their rates of change over intervals of the same length to show that a quantity decreasing exponentially eventually exceeds a quantity increasing as a polynomial function.

Vocabulary: Domain, Range, Y-Intercept, Zero, X-Intercept, End Behavior, Increasing, Decreasing.

Goal: To determine parts of the four functions from a graph, table, or equation. To compare the parts, i.e. which has the greater intercept, which is increasing faster, larger values when evaluated for a specified x -value.

Lesson 3: Rates of Change

Standard: F-IF.7 Analyze increasing, absolute value, polynomial, exponential, rational, and trigonometric functions (like and unlike) using different representations to show key features of the graph, by hand in simple cases and using technology for more complicated cases, including domain and range; intervals; intervals where the function is increasing, decreasing, positive, or negative; rate of change; relative maximum and minimum; asymptotic and behavior (period) and discontinuities.

Vocabulary: Slope, Average Rate of Change, Interval

Goal: To determine the average rate of change over an interval. Compare two functions to determine which has a greater rate of change.

North Carolina Mathematics Pacing Guide

Scott C. Dulebohn



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Implementation and Pacing Guide Jerry Kaplan (Mathematician), Triumph Learning, LLC., **Schoolwide Action Research for Professional Learning Communities** Karl H. Clauset, Dale W. Lick, Carlene U. Murphy, 2008-05-15 Clearly shows the success that can occur when a staff learns together I highly recommend this book to aspiring and beginning principals as well as those with years of experience Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals Foster schoolwide professional learning through a collaborative action research model Action research is a popular method for individual educators to examine their practices and grow in their profession In this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively to improve teacher practice and student learning The authors empirical data and comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform Additionally readers will learn how The WFSG system compares with other approaches to action research The schoolwide action research process can be applied in a wide variety of school reform efforts Study groups can move from discussion to action Principals and district leaders can support schoolwide action research Discover the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide **The Mathematics Lesson-Planning Handbook, Grades 6-8** Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6 8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6 8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate

questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6 8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners *Making Inclusion Work* John Beattie, LuAnn Jordan, Bob Algozzine, 2014-09-09 Learn the best methods for teaching students with disabilities in an inclusive classroom In today s classrooms teachers must meet the educational needs of students of all ability levels including students with disabilities This invaluable resource offers elementary and secondary teachers a deeper awareness of what works when teaching students with disabilities in general education classrooms Grounded in extensive special education research this book will enlighten teachers with a greater understanding of special education students and how to teach them successfully For teaching students with the most common disabilities in classes with their nondisabled peers general and special education teachers alike will get the most current information on issues such as Developing Individualized Education Programs Teaching reading successfully Managing behavior and motivating students Organizing classrooms and lessons effectively Using cognitive strategies successfully Making appropriate accommodations and modifications Assessing students grading and collecting data Working with parents and families Collaborating with other teachers and parents One of the greatest challenges teachers face today is how to ensure that all students succeed regardless of their ability Rooted in the best research and practice this essential resource provides the tools needed to create an inclusive classroom and demonstrates how to teach classes successfully *Getting Started with Rigorous Curriculum Design* Larry Ainsworth, 2013 School districts are now successfully implementing the Rigorous Curriculum Design process to redesign their curricula to fulfill the promise of the Common Core and prepare students for success on the coming national assessments Each chapter of *Getting Started With Rigorous Curriculum Design* will provide educators with collective wisdom insights and ideas to enrich and expand understandings they may not have yet come to on their own **The Active/Ethical Professional** Michael G. Gunzenhauser, 2012-03-08 A winner of the 2012 Critics Choice Book Award of the American Educational Studies Association AESA *The Active Ethical Professional* proposes an ethical framework for educators and school leaders who find their practice constrained by the demands of policies and structures created in response to accountability legislation The framework is derived from Michel Foucault s theories of discipline surveillance resistance and care of the self Gunzenhauser asserts that an educator s dual position of being normalized especially in relations with those above them in the education hierarchy and normalizing especially in relations with their students can be troubling and difficult The book argues that this position requires educators to be both ethical and active To be ethical educators not only need to resolve ethical dilemmas in defensible ways but they also need to recognize themselves as powerful in relation to others To be active educators need to

be vigilant for moments when they are placed in the position to be reactive to normalizing pressures and they also need to develop clear notions of how they may create opportunities for the cultivation of educational selves that are rich ethically aesthetically epistemologically and politically

Exemplary Science in Grades 9-12 Robert Eugene Yager, 2005
 Essay titles reveal the range of programs and creativity this book encompasses The book ends with a summary chapter on successes and continuing challenges in meeting the Standards visions for improving high school science

Mathematics Benchmarking Report, 2001

Visioning Onward Christine Mason, Paul Liabenow, Melissa Patschke, 2020-01-22 The step by step guide to defining your vision and making it reality As a leader it s your job to look beyond the present and envision a brighter future for your school Choosing the right path however can be a challenge This inspirational resource is your guide By following its one of a kind iterative visioning process you ll sharpen your vision into a road map for transformative change tailored to the needs of your learning community Features include Key strategies and tools for building a shared vision Practical implementation ideas Case studies from exemplary schools Common trends at the heart of impactful positive change Thought provoking vignettes Turn vision into reality possibilities into plans and create an environment that strengthens engagement provides safe and nurturing learning opportunities and produces students with the skills knowledge and disposition to be successful in life

Resources in Education, 1998

Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2014-03-31 Beyond the undergraduate and graduate levels education has traditionally ceased when students enter the workforce as professionals in their respective fields However recent trends in education have found that adult students beyond the traditional university age often benefit greatly from returning to further their education Adult and Continuing Education Concepts Methodologies Tools and Applications investigates some of the most promising trends in furthering education and professional development in a variety of settings and industries With an extensive array of chapters on topics ranging from non traditional students to online and distance education for adult learners this multi volume reference book will provide students educators and industry professionals with the tools necessary to make the most of their return to the classroom

Curriculum Development Library, 1980

Advanced HPC-based Computational Modeling in Biomechanics and Systems Biology Mariano Vázquez, Peter V. Coveney, Hernan Edgardo Grecco, Alfons Hoekstra, Bastien Chopard, 2019-04-04 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org about contact

Handbook of Research on New Media Literacy at the K-12 Level: Issues and Challenges Tan Wee Hin,

Leo, Subramaniam, R., 2009-05-31 Provides comprehensive articles on significant issues, methods and theories currently combining the studies of technology and literacy

Leading Technology-Rich Schools Barbara B. Levin, Lynne Schrum, 2015-04-25 This timely book shows how award winning secondary schools and districts are successfully using technology and making systemic changes to increase student engagement, improve achievement and reinvigorate the teaching and learning process. Through in-depth case studies we see how experienced school and district leaders use technology in curricular, administrative and analytical ways to meet the needs of 21st century learners, educators and communities. These cases reveal important details addressed by the leadership of these schools and districts that go beyond what they did with technology to include changes in school culture, curriculum and teaching, uses of assessment data, financial considerations, infrastructure and involvement with the community. Book Features: Successful models from schools/districts experienced with using technology as a lever for school improvement; Case studies from diverse schools/districts across the country that show what works and how it works; A cross case analysis that makes it easy to compare individual schools and identify common practices. Barbara B. Levin is a Professor in the Department of Teacher Education and Higher Education and Director of the Teachers Academy at the University of North Carolina at Greensboro. Lynne Schrum is Dean, College of Education and Human Services, West Virginia University. Barbara B. Levin and Lynne Schrum offer their readers the distinct advantage of compressing into a single volume what it took me decades to learn. They not only present the big ideas of effective school leadership but bring them alive through case studies that illustrate how those ideas manifest themselves in leaders' day to day behaviors. I encourage you to use the ideas and practices you find here to leverage technology to create schools in which all students and adults thrive. From the Foreword by Dennis Sparks, Emeritus Executive Director, National Staff Development Council. Learning Forward. Prepublication Reviews. In *Leading Technology Rich Schools*, the authors present a fascinating and exciting set of case studies that provide great insight into the ways leaders can support high level innovation in schools. Importantly, their focus is on technology that enhances learning and teaching rather than technology as an expensive school ornament. A must read for those who study and practice educational leadership. Jeffrey S. Brooks, Associate Professor and Educational Leadership Program Coordinator, School of Education, Iowa State University, author of *Black School White School: Racism and Educational Misleadership*. This book is a precious gift for the vast majority of administrators who desperately need concrete examples of how to create, facilitate and sustain technology infused learning environments. Scott McLeod, Associate Professor and Founding Director, CASTLE, University of Kentucky. These rich illustrations of technology leadership in secondary schools show how a number of complex variables must come together to produce the key outcome of positioning educational technology as a support to teaching and learning. Examples of leadership practices that coordinate team members for interdependent work and invite teachers' involvement should prove to be a valuable resource to practitioners and also provide insight to policymakers for how they can create supportive conditions for

such work Sara Dexter Associate Professor Department of Leadership Foundations and Policy Curry School of Education University of Virginia *Leading Technology Rich Schools* is a key advance in understanding how technology can best be integrated in today's schools These case studies of effective practice are sure to become required reading for those in leadership positions who are using technology for school improvement Glen L Bull Samuel Braley Gray Professor of Education Curry School of Education University of Virginia *The rubber meets the road* in this well researched book with detailed stories of exemplary schools and school leaders that have leveraged technology as a key tool to make significant reforms stick Through these vivid case studies Levin and Schrum illuminate a dynamic and complex set of lessons learned to help all school leaders undertake transformations of their schools L Michael Golden CEO Educurious *Pacesetters in Innovation* United States. Office of Education, 1966

Assessment Powered Teaching Nancy W. Sindelar, 2015-09-01 Knowledge is power and this book puts assessment data and instruction together in a step by step format Instead of dreading the time testing takes from teaching you can harness its power to define learning targets build standards based assessments gather and use test data in the classroom and develop data driven teaching strategies Assessment expert Nancy W Sindelar provides practical tools that help teachers Use formative and summative assessment results to enhance instruction Motivate students by providing clear learning targets Utilize technology to analyze students progress Raise test scores Included are testimonials from teachers numerous data analysis examples rubrics and a chapter on culturally diverse schools Designed to be adaptable this book is a powerful resource for teachers teacher teams and all educators dedicated to enhancing student learning

Research in Education, 1973 *Handbook of Education Policy Research* Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook's over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy

research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net> Resources in Education ,1992

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