

Applying the Leading Coefficient Test In Exercises 29–36, use the Leading Coefficient Test to describe the right-hand and left-hand behavior of the graph of the polynomial function. Use a graphing utility to verify your results.

29. $f(x) = 2x^4 - 3x + 1$ 30. $h(x) = 1 - x^6$
 31. $g(x) = 5 - \frac{1}{2}x - 3x^2$ 32. $f(x) = \frac{1}{3}x^3 + 5x$
 33. $f(x) = \frac{6x^2 - 2x^6 + 4x^2 - 5x}{3}$
 34. $f(x) = \frac{3x^2 - 2x^4 + 5x^3 + 6x^2}{4}$
 35. $h(t) = -\frac{7}{2}(t^2 - 5t + 3)$
 36. $f(x) = -\frac{1}{4}(x^3 + 5x^2 - 7x + 1)$

Finding Zeros of a Polynomial Function In Exercises 37–48, (a) find the zeros algebraically, (b) use a graphing utility to graph the function, and (c) use the graph to approximate any zeros and compare them with those from part (a).

37. $f(x) = 3x^2 - 12x + 3$ 38. $g(x) = 5x^2 - 10x - 5$
 39. $g(t) = \frac{1}{2}t^4 - \frac{1}{2}$ 40. $y = \frac{1}{4}x^3(x^2 - 9)$
 41. $f(x) = x^5 + x^3 - 6x$ 42. $g(t) = t^3 - 6t^2 + 9t$
 43. $f(x) = 2x^4 - 2x^2 - 40$
 44. $f(x) = 5x^4 + 15x^2 + 10$
 45. $f(x) = x^3 - 4x^2 - 25x + 100$
 46. $y = 4x^3 + 4x^2 - 7x + 2$
 47. $y = 4x^3 - 20x^2 + 25x$
 48. $y = x^5 - 5x^3 + 4x$

Finding Zeros and Their Multiplicities In Exercises 49–58, find all the real zeros of the polynomial function. Determine the multiplicity of each zero. Use a graphing utility to verify your results.

49. $f(x) = x^2 - 25$ 50. $f(x) = 49 - x^2$
 51. $h(t) = t^2 - 6t + 9$ 52. $f(x) = x^2 + 10x + 25$
 53. $f(x) = x^2 + x - 2$ 54. $f(x) = 2x^2 - 14x + 24$
 55. $f(t) = t^3 - 4t^2 + 4t$ 56. $f(x) = x^4 - x^3 - 20x^2$
 57. $f(x) = \frac{1}{2}x^2 + \frac{1}{2}x - \frac{1}{2}$ 58. $f(x) = \frac{2}{3}x^2 + \frac{1}{3}x - \frac{1}{3}$

Analyzing a Polynomial Function In Exercises 59–64, use a graphing utility to graph the function and approximate (accurate to three decimal places) any real zeros and relative extrema.

59. $f(x) = 2x^4 - 6x^2 + 1$
 60. $f(x) = -\frac{2}{3}x^4 - x^3 + 2x^2 + 5$
 61. $f(x) = x^5 + 3x^3 - x + 6$
 62. $f(x) = -3x^2 - 4x^2 + x - 3$
 63. $f(x) = -2x^4 + 5x^2 - x - 1$
 64. $f(x) = 3x^5 - 2x^2 - x + 1$

Finding a Polynomial Function with Given Zeros In Exercises 65–74, find a polynomial function that has the given zeros. (There are many correct answers.)

65. 0, 7 66. -2, 5
 67. 0, -2, -4 68. 0, 1, 6
 69. 4, -3, 3, 0 70. -2, -1, 0, 1, 2
 71. $1 + \sqrt{2}$, $1 - \sqrt{2}$ 72. $4 + \sqrt{3}$, $4 - \sqrt{3}$
 73. 2 , $2 + \sqrt{3}$, $2 - \sqrt{3}$ 74. 3 , $2 + \sqrt{7}$, $2 - \sqrt{7}$

Finding a Polynomial Function with Given Zeros In Exercises 75–80, find a polynomial function with the given zeros, multiplicities, and degree. (There are many correct answers.)

75. Zero: -2, multiplicity: 2 76. Zero: 3, multiplicity: 1
 Zero: -1, multiplicity: 1 Zero: 2, multiplicity: 3
 Degree: 3 Degree: 4
 77. Zero: -4, multiplicity: 2 78. Zero: 5, multiplicity: 3
 Zero: 3, multiplicity: 2 Zero: 0, multiplicity: 2
 Degree: 4 Degree: 5
 79. Zero: -1, multiplicity: 2 80. Zero: 1, multiplicity: 2
 Zero: -2, multiplicity: 1 Zero: 4, multiplicity: 2
 Degree: 3 Degree: 4
 Rises to the left, Falls to the left,
 Falls to the right Falls to the right

Sketching a Polynomial with Given Conditions In Exercises 81–84, sketch the graph of a polynomial function that satisfies the given conditions. If not possible, explain your reasoning. (There are many correct answers.)

81. Third-degree polynomial with two real zeros and a negative leading coefficient
 82. Fourth-degree polynomial with three real zeros and a positive leading coefficient
 83. Fifth-degree polynomial with three real zeros and a positive leading coefficient
 84. Fourth-degree polynomial with two real zeros and a negative leading coefficient

Sketching the Graph of a Polynomial Function In Exercises 85–94, sketch the graph of the function by (a) applying the Leading Coefficient Test, (b) finding the zeros of the polynomial, (c) plotting sufficient solution points, and (d) drawing a continuous curve through the points.

85. $f(x) = x^3 - 9x$ 86. $g(x) = x^4 - 4x^2$
 87. $f(x) = x^3 - 3x^2$ 88. $f(x) = 3x^3 - 24x^2$
 89. $f(x) = -x^4 + 9x^2 - 20$
 90. $f(x) = -x^6 + 7x^3 + 8$
 91. $f(x) = x^2 + 3x^2 - 9x - 27$
 92. $h(x) = x^5 - 4x^3 + 8x^2 - 32$

Precalculus Unit 09 Lesson 01

Chao Zhang



Precalculus Unit 09 Lesson 01:

Teaching and Learning High School Mathematics Charlene E. Beckmann, Denisse 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 **Resources in Education** ,1986

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 *Teaching Mathematics in Grades 6 - 12* Randall E. Groth, 2012-08-10 Teaching Mathematics in Grades 6 12 by Randall E Groth explores how research in mathematics education can inform teaching practice in grades 6 12 The author shows preservice mathematics teachers the value of being a researcher constantly experimenting with methods for developing students mathematical thinking and connecting this research to practices that enhance students understanding of the material Ultimately preservice teachers will gain a deeper understanding of the types of mathematical knowledge students bring to school and how students thinking may develop in response to different teaching strategies **Eureka**

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Dissertation Index, 1984 **El-Hi Textbooks and Serials in Print**, 2003 **Subject Guide to Books in Print**, 1983

Forthcoming Books Rose Arny, 2001 **Current Index to Journals in Education**, 1985 **Precalculus Unit 9 (RES)** Responsive Education Solutions Staff, 2010-08-01 Precalculus extends the concepts of algebra and geometry It emphasizes the role of functions in developing trigonometric concepts with angles and triangles that offers students the opportunity to investigate equations graphs and properties The course applies and extends basic algebra and other elementary functions leading into the study of calculus Topics include rational radical and piece wise functions Trigonometric and Inverse Trigonometry functions graphing analytic trigonometry Applications of Trigonometry and Limits

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