

What are the values of  $x$ ?

$$(x^2 - 5x + 5)^{(x^2 - 11x + 30)}$$

### APPROACH A

Case 1: exponent = 0

$$x^2 - 11x + 30 = 0 \quad (x-6)(x-5) = 0 \quad x = 6 \text{ or } 5$$

Case 2: base = 1

$$x^2 - 5x + 5 = 1 \quad (x-4)(x-1) = 0 \quad x = 4 \text{ or } 1$$

Case 3: base = -1

$$x^2 - 5x + 5 = -1 \\ (x-2)(x-3) = 0 \\ x = 2 \text{ or } 3$$

exponent is even. Since the exponent is the product of two consecutive integers, if  $x \in \mathbb{Z}$ , the exponent is always even.

Solution Set  $x \in \{1, 2, 3, 4, 5, 6\}$

### APPROACH B

$$\ln((x^2 - 5x + 5)^{(x^2 - 11x + 30)}) = \ln(1)$$

$$(x^2 - 11x + 30) \cdot \ln(x^2 - 5x + 5) = 0$$

$$(x-5)(x-6) \cdot \ln(x^2 - 5x + 5) = 0$$

$$x-5 = 0 \text{ or } x-6 = 0 \text{ or } x^2 - 5x + 5 = e^0$$

$$x = 5 \text{ or } x = 6 \text{ or } x^2 - 5x + 4 = 0$$

$$(x-1)(x-4) = 0$$

$$x = 4 \text{ or } x = 1$$

Solution Set  $x \in \{1, 4, 5, 6\}$

# Hs Mathematics Algebra Unit 9 Lesson 01

**Grace M. Burton, Harcourt Brace**



## **Hs Mathematics Algebra Unit 9 Lesson 01:**

*Resources in Education*, 2001      **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      *Research in Education*, 1973

*Everyday Mathematics* Max Bell, 2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade

level specific      *Howard Payne College Bulletin* Howard Payne College (Brownwood, Tex.),1917      *Index to Educational Audio Tapes* National Information Center for Educational Media,1974      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      **Correspondence Courses Offered by Colleges and Universities Through the United States Armed Forces Institute** United States Armed Forces Institute,1957      The Math Pact, High School Barbara J. Dougherty,Sarah B. Bush,Karen S. Karp,2020-09-19 A schoolwide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick or a mnemonic that has muddled their long term understanding When rules seem to change from year to year teacher to teacher or school to school mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly you ll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to dos and try it outs Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics      Step Forward 2E Level 4 Workbook Barbara Denman,Chris Mahdesian,2020-07-09 A five level four skills course that integrates language instruction into meaningful real life contexts Step Forward Second Edition provides the essential language skills and rigorous content Adult English Language Learners need to move confidently towards their work and academic goals Newly revised to align with the College and Career Readiness Standards and the English Language Proficiency Standards Step Forward ensures that learners are well prepared to use their English in the real world Content anchored to College and Career

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