

8. Zero of the zero polynomial is

- (A) 0
- (B) 1
- (C) Any real number
- (D) Not defined

Solution:

(C) Any real number

Explanation:

Zero polynomial is a constant polynomial whose coefficients are all equal to 0.

Zero of a polynomial is the value of the variable that makes the polynomial equal to zero.

Therefore, zero of the zero polynomial is any real number.

Hence, option C is the correct answer

9. Zero of the polynomial $p(x) = 2x + 5$ is

- (A) $-2/5$
- (B) $-5/2$
- (C) $2/5$
- (D) $5/2$

Solution:

(B) $-5/2$

Explanation:

Zero of the polynomial $\Rightarrow p(x) = 0$

$$p(x) = 0$$

$$2x + 5 = 0$$

$$2x = -5$$

$$x = -5/2$$

Hence, option B is the correct answer

10. One of the zeroes of the polynomial $2x^2 + 7x - 4$ is

- (A) 2
- (B) $1/2$
- (C) $-1/2$
- (D) -2

Solution:

(B) $1/2$

Explanation:

Zero of the polynomial $\Rightarrow p(x) = 0$

$$p(x) = 0$$

$$2x^2 + 7x - 4 = 0$$

$$2x^2 - 1x + 8x - 4 = 0$$

$$x(2x - 1) + 4(2x - 1) = 0$$

$$(x + 4)(2x - 1) = 0$$

Consider, $x + 4$

$$x + 4 = 0$$

$$x = -4$$

Consider, $2x - 1$

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Building the Foundation: Whole Numbers in the Primary Grades Maria G. Bartolini Bussi,Xu Hua Sun,2018-03-29 This twenty third ICMI Study addresses for the first time mathematics teaching and learning in the primary school and pre school setting while also taking international perspectives socio cultural diversity and institutional constraints into account One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level Accordingly a focus area that is central to the discussion was chosen together with a number of related questions The broad area of Whole Number Arithmetic WNA including operations and relations and arithmetic word problems forms the core content of all primary mathematics curricula The study of this core content area is often regarded as foundational for later mathematics learning However the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon and practice varies substantially from country to country As such this study presents a meta level analysis and synthesis of what is currently known about WNA providing a useful base from which to gauge gaps and shortcomings as well as an opportunity to learn from the practices of different countries and contexts

Teaching and Learning Secondary School Mathematics Ann Kajander,Jennifer Holm,Egan J Chernoff,2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step

Second International Research Handbook on Values Education and Student Wellbeing Terence Lovat,Ron Toomey,Neville Clement,Kerry Dally,2023-11-14 This collection applies the principles underlying values education to addressing the many social and learning challenges that impinge on education today Insights in the fields of social and emotional learning student wellbeing and increasingly educational neuroscience have demonstrated that values education represents an efficacious pedagogy with holistic effects on students across a range

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Confronting Oppressive Assessments Walter S. Polka, John William McKenna, 2016-09-14 This book is about doing what s right for public education in the United States in this age of intensive curriculum convergence planned instructional standardization and oppressive accountability procedures Information is presented about why and how educators parents students community members and policy makers have decided to protest against current state and federal educational policies and procedures The practical experiences of parents teachers principals school superintendents school board members and professors are analyzed in chapters of this book Their first hand experiences with the various components of the current reform movement are poignantly presented Through their voices the frustrations with the serious flaws associated with this reform agenda are passionately and logically articulated They comprehensively explain their personal and professional motivations for organizing and fomenting a rethinking in school reform implementation procedures and they advocate their smarter approach to school reforms in our country The book includes key references that elucidate the need to seriously re think the directions and strategies of contemporary schooling in order to maintain enlightened creative instruction based on exciting student centered curriculum experiences and professional educational judgments

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associated purpose statements and validity arguments

Teaching to Change the World Jeannie Oakes, Martin

Lipton, Lauren Anderson, Jamy Stillman, 2018-01-29 Teaching to Change the World is an up to the moment engaging social justice oriented introduction to education and teaching and the challenges and opportunities they present Both foundational and practical the chapters are organized around conventional topics but in a way that consistently integrates a coherent story that explains why schools are as they are Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them This thoroughly revised fifth edition remains a vital introduction to the profession for a new generation of teachers who seek to become purposeful knowledgeable practitioners in our ever changing educational landscape for those teachers who see the potential for education to change the world Features and Updates of the New Edition Fully updated Chapter 1 The U S Schooling Dilemma reflects our current state of education after the 2016 U S presidential election First person observations from teachers including first year teachers continue to offer vivid authentic pictures of what teaching to change the world means and involves Additional coverage of the ongoing effects of Common Core highlights the heated public discourse around teaching and teachers and charter schools Attention to diversity and inclusion is treated as integral to all chapters woven throughout rather than tacked on as separate units Digging Deeper resources on the new companion website include concrete resources that current and future teachers can use in their classrooms Tools for Critique provides instructors and students questions prompts and activities aimed at encouraging classroom discussion and particularly engaging those students least familiar with the central tenets of social justice education

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