

Evaluation - Systems of Equations **100%**

NAME _____
DATE _____

Multiple choice questions

100% 1. Select all the following descriptions that apply to the given system of equations.

$$\begin{cases} x + 2y = 5 \\ 3x + 4y = 7 \end{cases}$$

☐ A. $x + 2y = 5$

☐ C. $x + 2y = 5$, $y = 0$

☐ B. $x + 2y = 5$, $y = 0$

☐ D. $x + 2y = 5$, $y = 0$

100% 2. Select all the following ordered triples that are solutions to the given system of equations.

$$\begin{cases} 3x + 2y + z = 5 \\ x + 2y + z = 10 \\ -x + 2y + 3z = -4 \end{cases}$$

☐ A. $(0, 0, 0)$

☐ C. $(0, 0, 0)$

☐ B. $(0, 0, 0)$

☐ D. $(0, 0, 0)$

100% 3. The equations of two lines are given. Which would be their point of intersection?

$$\begin{cases} x + 2y = 5 \\ x^2 + 4x + 3 = 0 \end{cases}$$

☐ A. $(0, 0)$

☐ C. $(0, 0)$

☐ B. $(0, 0)$

☐ D. $(0, 0)$

100% 4. Select all the following that describe the given system and its solution.

$$\begin{cases} y = 3x + 12 \\ x + 0.5y = 0 \end{cases}$$

☐ A. inconsistent (no solution)

☐ C. inconsistent (infinitely many solutions)

☐ B. Consistent (one solution)

☐ D. Consistent (infinitely many solutions)

100% 5. Suppose two different lines intersect at 275 degrees. Suppose that the average of the two angles that measure the number of degrees that intersect the two lines is the same as the sum of the number of degrees that intersect the two lines. What is the number of degrees that intersect the two lines?

☐ A. $x + y = 275$

☐ C. $x + y = 275$

☐ B. $x + y = 275$

☐ D. $x + y = 275$

Hs Mathematics Unit Lesson Math Models Key

Mike Jess



Hs Mathematics Unit Lesson Math Models Key:

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-04-01 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. 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 **Resources in Education** ,2001-04 **Digital Curricula in School Mathematics** Meg Bates,Zalman Usiskin,2016-02-01 The mathematics curriculum what mathematics is taught to whom it is taught and when it is taught is the bedrock to understanding what mathematics students can could and should learn Today s digital technology influences the mathematics curriculum in two quite different ways One influence is on the delivery of mathematics through hardware such as desktops laptops and tablets Another influence is on the doing of mathematics using software available on this hardware but also available on the internet calculators or smart phones These developments rapidly increasing in their availability and decreasing in their cost raise fundamental questions regarding a mathematics curriculum that has traditionally been focused on paper and pencil work and taught in many places as a set of rules to be practiced and learned This volume presents the talks given at a conference held in 2014 at the University of Chicago sponsored by the Center for the Study of Mathematics Curriculum The speakers experts from around the world and inside the USA were asked to discuss one or more of the following topics changes in the nature and creation of curricular materials available to students transformations in how students learn and how they demonstrate their learning rethinking the role of the teacher and how students and teachers interact within a classroom and across distances from each other The result is a set of articles that are interesting and captivating and challenge us to examine how the learning of mathematics can and should be affected by today s technology

Parallel Curriculum Units for Mathematics, Grades 6–12 Jann H. Leppien,Jeanne H. Purcell,2011-04-07 Maximize your mathematics curriculum with this powerful guidebook that shows how to create a high quality curriculum and differentiate lessons to benefit all students Math Wars Carmen Latterell,2004-12-30 This book is written for parents and other interested parties so that they can understand the great debate taking place in many states in this country about how to teach basic math The debate centers around the standards written by the National Council of Teachers of Mathematics NCTM which call for a radically different approach to mathematics education Because the issues are so heated between the NCTM oriented curricula and traditional curricula the curricula that NCTM oriented replaced the term Math Wars was coined to describe them Parents are concerned about their children s math learning Teachers are concerned about math teaching When parents see what children are bringing home under the new curriculum it is clear that their children are not working on the same mathematics that parents remember from the time when they were in school But the problem goes beyond grades K 12 Post secondary mathematics courses are the fear of many students The standards created by the NCTM

do not necessarily prepare students for success either on SATs or in college Besides lack of knowledge about mathematics education many parents have an additional problem in that they feel they lack knowledge in mathematics itself This is very intimidating thus it is difficult for parents to do anything about the confusing state of mathematics education This book provides some answers ENC Focus ,2001 **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1959 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December *Books and Pamphlets, Including Serials and Contributions to Periodicals* Library of Congress. Copyright Office,1968 Addressing the Needs of All Learners in the Era of Changing Standards Katherine S. McKnight,2016-06-08

The new standards were written to address the harsh realities for poor performance of American students across all grades levels k 12 According to NAEP National Assessment of Educational Progress data more than 60% of our students in grades 4 8 and 12 are not proficient readers and the United States is one of the lowest performing in mathematics The statistics are even more staggering for our children who live in poverty students with disabilities and English Language Learners The new standards have sent a clear message all students must be engaged deeper learning This deeper level of understanding and comprehension is communicated through a more sophisticated and independent level of applied literacy skills In this book some of our leading educators envision the standards as a vehicle to provide more rigorous instruction and illustrate how teachers are uniquely qualified to determine the most effective methods for developing students skills and close the achievement gap

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