

Circuit Training
Unit 1 Review

Name: Key

Directions: Begin in cell #1. Show the work necessary to arrive at your answer. Search for your answer in one of the other cells and mark that cell #2, then work out the new problem. Proceed in this manner until you complete the circuit and arrive back at the first box. You do not need a calculator to complete this circuit.

#1 and #10 ✓ Find the average rate of change for the function $g(x) = -5 + 3(x - 1)$ on the interval $[-2, 0]$. Slope of linear function = avg. ROC	Answer: 76												
# 15 The approximate height of a rock, in meters, thrown upwards off a cliff, is $h(t) = -5t^2 + 10t + 100$ where t is time in seconds. What is the maximum height of the rock? $-5(t^2 - 2t - 20)$ $-5((t-1)^2 - 21)$	Answer: 200												
# 11 A linear function, $y = g(x)$, passes through the points $(-2, 7)$ and $(0, 5)$. Find the average rate of change of the function $y = g(x)$ on the interval $[1, 6]$. $\frac{-2}{2} = -1$ avg. ROC is constant!	Answer: 5												
# 2 The function f is quadratic. Selected values of f are shown in the table. Find the average rate of change of f on the interval $6 \leq x \leq 8$. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">0</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">8</td> </tr> <tr> <td style="padding: 5px;">$f(x)$</td> <td style="padding: 5px;">-3</td> <td style="padding: 5px;">-3</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">21</td> <td style="padding: 5px;">45</td> </tr> </table> $\frac{45 - 21}{8 - 6} = 12$	x	0	2	4	6	8	$f(x)$	-3	-3	5	21	45	Answer: 3
x	0	2	4	6	8								
$f(x)$	-3	-3	5	21	45								
# 7 The function f is quadratic. Select values of f are shown in the table. Solve $f(x) = 0$. The solutions are $x = 3$ and $x = -1$. To advance in the circuit, find the sum of the solutions: <u>2</u>. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">0</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">8</td> </tr> <tr> <td style="padding: 5px;">$f(x)$</td> <td style="padding: 5px;">-3</td> <td style="padding: 5px;">-3</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">21</td> <td style="padding: 5px;">45</td> </tr> </table>	x	0	2	4	6	8	$f(x)$	-3	-3	5	21	45	Answer: 3.5
x	0	2	4	6	8								
$f(x)$	-3	-3	5	21	45								

Hs Mathematics Precalculus Unit 6 Lesson 1

RJ Shavelson



Hs Mathematics Precalculus Unit 6 Lesson 1:

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* ,2001-10

High school: a comprehensive manipulative program for algebra I Henri Picciotto, 1990 [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 *Eureka Math Statistics and Probability Study Guide* Great Minds,2016-10-19 The team of teachers and mathematicians who created Eureka Math believe that it's not enough for students to know the process for solving a problem they need to know why that process works That's why students who learn math with Eureka can solve real world problems even those they have never encountered before The Study Guides are a companion to the Eureka Math program whether you use it online or in print The guides collect the key components of the curriculum for each grade in a single volume They also unpack the standards in detail so that anyone even non Eureka users can benefit The guides are particularly helpful for teachers or trainers seeking to undertake or lead a meaningful study of the grade level content in a way that highlights the coherence between modules and topics We're here to make sure you succeed with an ever growing library of resources Take advantage of the full set of Study Guides available for each grade PK 12 or materials at eureka math org such as free implementation and pacing guides material lists parent resources and more *The Results Fieldbook* Mike Schmoker,2001-09-15 Looks at educational practices that can make an immediate and profound difference in student learning **A Guide to Detracking Math Courses** Angela Torres,Ho Nguyen,Elizabeth Hull Barnes,Laura Wentworth,2023-05-03 Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades However research demonstrates negative effects on subgroups of students by keeping them in a single math track thereby denying them access to rigorous coursework needed for college and career readiness The journey to change this involves confronting some long standing beliefs and structures in education When supported with the right structures instructional shifts coalition building and educator training and support the detracking of mathematics courses can be a primary pathway to equity The ultimate goal is to increase more students access to and achievement in higher levels of mathematics learning especially for students who are historically marginalized Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators to math coaches and teachers By sharing stories of real world examples lessons learned and prompts to provoke discussion about your own context the book walks you through Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling curriculum professional development and coaching Supporting and improving the policy through continuous research monitoring and maintenance This book offers the big ideas that help you in your own unique journey to advance equity in your school or

district's mathematics education and also provides practical information to help students in a detracked system thrive

Striving for Excellence, 1994

Forthcoming Books Rose Arny, 2003

Pre-Service and In-Service Teacher

Education: Concepts, Methodologies, Tools, and Applications Management Association, Information

Resources, 2018-11-02 As with any industry the education sector goes through frequent changes due to modern technological advancements. It is every educator's duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom. Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods. Highlighting a range of topics such as teacher preparation programs, teaching standards, and fieldwork and practicum experiences, this multi-volume book is designed for pre-service teachers, teacher educators, researchers, professionals, and academics in the education field.

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