

Combining and Scaling Vectors

Adding vectors (triangle rule)

If two vectors are added to:
 $\vec{a} = (a_1, a_2)$ and $\vec{b} = (b_1, b_2)$ then:
 $\vec{a} + \vec{b} = (a_1 + b_1, a_2 + b_2)$

You add vectors together by combining the "x" components and the "y" components.
 The vector sum is often called the resultant.

Example: Adding two vectors:

$$\begin{aligned} \vec{a} &= (3, 5) \text{ and } \vec{b} = (2, 4) \Rightarrow \vec{a} + \vec{b} = (3+2, 5+4) = (5, 9) \\ \vec{c} &= (2, 5) \text{ and } \vec{d} = (-3, 2) \Rightarrow \vec{c} + \vec{d} = (2-3, 5+2) = (-1, 7) \\ \vec{e} &= (-4, 3) \text{ and } \vec{f} = (5, 7) \Rightarrow \vec{e} + \vec{f} = (-4+5, 3+7) = (1, 10) \end{aligned}$$

$$\begin{aligned} \vec{g} &= (3, 5) \text{ and } \vec{h} = (-2, 2) \Rightarrow \vec{g} + \vec{h} = (3-2, 5+2) = (1, 7) \\ \vec{i} &= (2, 5) \text{ and } \vec{j} = (3, -6) \Rightarrow \vec{i} + \vec{j} = (2+3, 5-6) = (5, -1) \\ \vec{k} &= (-4, 3) \text{ and } \vec{l} = (7, 2) \Rightarrow \vec{k} + \vec{l} = (-4+7, 3+2) = (3, 5) \end{aligned}$$

Adding vectors (parallelogram rule)

Find the resultant

Consider the vectors \vec{a} and \vec{b} in the diagram. To find the resultant \vec{c} using the triangle rule, we add the two vectors tip to tail.



The resultant \vec{c} is the vector found starting from the tail of \vec{a} to the tip of \vec{b} (placed directly after \vec{a}).

Alternatively, the resultant is shown below:

Find the resultant

Consider the vectors \vec{a} and \vec{b} in the diagram. To find the resultant \vec{c} using the parallelogram rule, we add the two vectors tip to tail.



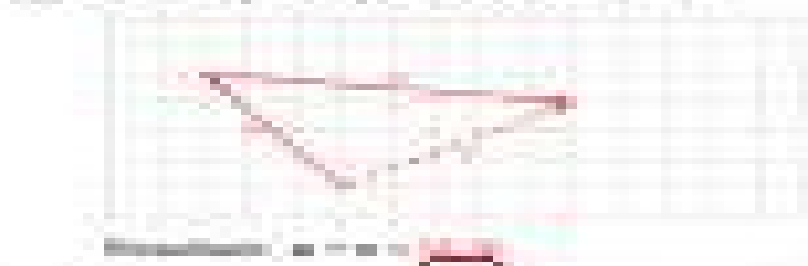
The resultant \vec{c} is the vector found starting from the tail of \vec{a} to the tip of \vec{b} (placed directly after \vec{a}).

Alternatively, the resultant is shown below:

In addition, the two vectors $\vec{a} = (3, 5)$ and $\vec{b} = (2, 4)$ can be put as $\vec{c} = (3, 5) + (2, 4) = (5, 9)$.

Also, the equivalent addition method is to add the given values.

(a) Find the resultant $\vec{a} = (3, 5)$ and $\vec{b} = (2, 4)$.



Resultant $\vec{c} = (5, 9)$

(b) Find the resultant $\vec{a} = (3, 5)$ and $\vec{b} = (2, 4)$.



Resultant $\vec{c} = (5, 9)$

Resultant $\vec{c} = (5, 9)$

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Hs Mathematics Unit 06 Lesson 01:

Transform Your Math Class Using Asset-Based Teaching for Grades 6-12 Michael D. Steele, Joleigh

Honey, 2024-07-30 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what s missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6 12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development *Mathematics Unit Planning in a PLC at Work®*, High School Sarah Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mozingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9 12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team

Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning The Mathematics Lesson-Planning Handbook, Grades 6-8 Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6 8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6 8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6 8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners Indicators and Instruments in the Context of Inquiry-Based Science Education Jana Heinz, Katrin Lipowski, Alexander Gröschner, 2012 This report documents indicators and instruments in the context of inquiry based science education IBSE It is embedded in a project that aims at disseminating inquiry based science teaching on a large scale across Europe Recent research about IBSE is rather specific to individual research questions and focuses on single aspects of IBSE Furthermore the instruments and indicators underlying the different studies are predominately not systematically covered In this report single indicators and instruments in the context of science education are brought together Thereby a coherent database and a link to different research results are presented The indicators and instruments in this report originate from a systematic literature review about IBSE from 2005 2009 To receive a comprehensive picture about research on IBSE the scope of this review contains instructional aspects 1 implementation areas of politics stakeholders 2 and teacher education and teacher professional development 3 This report contributes to supplying a systematic overview about instruments and indicators in the field of

IBSE It addresses researchers politicians and stakeholders teacher educators and teachers who are interested in methods of research and dissemination in the context of science education and IBSE **Resources in Education** ,2001-04

Research in Education ,1973 **Bulletin of the Public Library of the City of Boston** Boston Public Library,1923

Bulletin [1908-23] Boston Public Library,1921 **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 Moving Through Dimensions Clg Of William And Mary/Ctr Gift Ed,2021-09-03 Moving Through Dimensions approaches spatial reasoning through one dimensional two dimensional and three dimensional tasks designed for students in the middle school grades The unit also asks students to explore the transition between dimensions and representations of three dimensional objects in two dimensions This book includes pre and postassessments multiple reproducible materials and lessons based on NCTM standards Moving Through Dimensions was developed by the Center for Gifted Education at The College of William and Mary to offer advanced curriculum supported by years of research The Center s materials have received national recognition from the United States Department of Education and the National Association for Gifted Children and they are widely used both nationally and internationally Each of the books in this series offers curriculum that focuses on advanced content and higher level processes The science units contain simulations of real world problems and students experience the work of real science by using data handling skills analyzing information and evaluating results The mathematics units provide sophisticated ideas and concepts challenging extensions higher order thinking skills and opportunities for student exploration based on interest These materials are a must for any teacher seeking to challenge and engage learners and increase achievement Grades 6 8 *Index to Educational Audio Tapes* ,1974 The Parallel Curriculum in the Classroom, Book 2 Carol Ann Tomlinson,Sandra N. Kaplan,Jeanne H. Purcell,Jann H. Leppien,Deborah E. Burns,Cindy A. Strickland,2005-09-08 Learn to design exemplary Parallel Curriculum Units from the experts classroom teachers What is the best way to incorporate the four parallels into your Parallel Curriculum Unit How do teachers using the Parallel Curriculum Model PCM craft units based on the PCM and why do they utilize certain elements and downplay others What does a complete Parallel Curriculum Unit look like This compilation of Parallel Curriculum Units provides a close up look into the

development of PCM units and how those units work in actual classroom settings The Parallel Curriculum in the Classroom Book 2 reflects a variety of Parallel Curriculum units spanning primary elementary middle and high school levels of instruction and encompassing the disciplines of social studies science art math and language arts Across each unit the authors present a framework of three essential components in an effective Parallel Curriculum Unit The big picture of grade level subject goals and standards The unpacking or step by step explanation of the unit The reasoning behind the unit design Whether using each parallel independently or combining all four parallels into curriculum design teachers will find the units included here are exemplary models for creating their own parallel curriculum units Use them as professional development tools to help plan thoughtful curriculum based upon the Parallel Curriculum Model [Expertise in Mathematics Instruction](#) Yeping Li, Gabriele Kaiser, 2010-12-15 Accumulated research findings in past decades have led to the common knowledge that teachers professional knowledge is essential to effective classroom instruction However there is still very limited understanding about the nature of teachers expertise in mathematics instruction Expertise in Mathematics Instruction addresses this need clearly and concisely In particular it examines all aspects of emphases employed to characterize the nature of expertise in mathematics instruction from both researchers and practitioners perspectives Moreover with research contributions from both the East and the West this book also examines ideas pertinent to fostering and demonstrating expertise in mathematics instruction within different system contexts This book will raise questions and issues for mathematics education researchers to guide a critical examination of what can be learned from other education systems Expertise in Mathematics Instruction builds on its theoretical and methodological approach with contributions from international experts in the field Additionally a review of related research from mathematics education serves as an introduction to the new research in both Eastern and Western settings Concluding this resource is a reflection on the benefits of this international collaboration and possible research directions for the future The final chapter cohesively joins traditional and current research for action Expertise in Mathematics Instruction is of interest to researchers in mathematics education mathematics teacher educators and mathematics educators **Handbook on Differentiated Instruction for Middle & High Schools** Sheryn Spencer-Waterman, 2014-01-09 This book has an abundance of time saving practical strategies for teachers in grades 6 12 A treasury of activities and resources this book explains demonstrates and helps you select among a wide variety of differentiation processes such as whole class differentiation tiered lessons learning centers flexible grouping literature circles individualized instruction independent study and learning contracts **Math Advantage** Grace M. Burton, 1999 *Common Core Mathematics in a PLC at Work™, Grades 6–8* Diane J. Briars, David Foster, 2012-10-26 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 6 8 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess

student demonstrations of deep conceptual understanding and procedural fluency *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

Bulletin University of California (System). University Extension, 1926 *Everyday Mathematics: Teacher's lesson guide v. 1* [v.3] *Teacher's lesson guide v. 2*, 2004

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