

Section I Part A – Multiple Choice No Calculator
25 Questions – 50 Minutes

Directions: Read each question carefully and select only one choice that best answers each question. Mark your answers on the answer sheet, if provided. All other work besides your answer is not graded. Your total score is based on the number of questions correct, with no points being deducted for incorrect or unanswered questions. A calculator is not allowed on this section of the exam.

1. In the odd function $f(x)$, the $\lim_{x \rightarrow -2} f(x) = -\infty$. Which one of the following must also be true?
- a. $\lim_{x \rightarrow -2} f(x) = -\infty$ c. $\lim_{x \rightarrow -2} f(x) = -\infty$
 b. $\lim_{x \rightarrow -2} f(x) = \infty$ d. $\lim_{x \rightarrow -2} f(x) = \infty$
2. If the functions $f(x) = \sqrt{x}$ and $g(x) = \frac{1}{x-2}$ were combined according to the descriptions below, then which of the following would the combined function have a domain of $[0, 2) \cup (2, \infty)$?
- i. $f(x) + g(x)$
 ii. $(g \circ f)(x)$
 iii. $\frac{f(x)}{g(x)}$
- a. i only c. i and iii only
 b. ii only d. i, ii, and iii

For questions 3–4, use the graph of $g(x)$ on the right.

3. Which one of these intervals could g have an average rate of change of -2 and have rates of change that are changing at a rate of -2 ?
- a. $[A, B]$
 b. $[C, D]$
 c. $[E, F]$
 d. $[G, H]$
4. Which one of these intervals could g have a point of inflection?
- a. $[B, C]$
 b. $[D, E]$
 c. $[G, H]$
 d. The function g does not have a point of inflection between $[A, H]$.



Precalculus Hs Mathematics Answer Key

Cathy Duffy



Precalculus Hs Mathematics Answer Key:

Calculus Solutions Peter Schiavone, 1997 This book has only one goal to help you succeed in a beginning calculus course The book begins with a comprehensive self assessment test and review of the math you ll need before you start calculus basic algebra functions and graphs polynomial and rational functions trigonometry and both exponential and logarithmic functions Next it provides five sample mid term exams and five detailed final exams so you ll know exactly what to expect Best of all the exams are followed by detailed explanations that walk you through how every answer was arrived at The more you see it done the more you practice the better you ll do it s that simple College university and high school students preparing to take an introductory calculus course

Precalculus with Calculus Previews Dennis G. Zill, Jacqueline M. Dewar, 2009-06-19 Instructors are always faced with the dilemma of too much material and too little time Perfect for the one term course Precalculus with Calculus Previews Fourth Edition provides a complete yet manageable introduction to precalculus concepts while focusing on important topics that will be of direct and immediate use in most calculus courses Consistent with Professor Zill s eloquent writing style this four color text offers numerous exercise sets and examples to aid in students learning and understanding while graphs and figures throughout serve to illuminate key concepts The exercise sets include engaging problems that focus on algebra graphing and function theory the sub text of so many calculus problems The authors are careful to use the terminology of calculus in an informal and comprehensible way to facilitate the student s successful transition into future calculus courses With an extensive Student Study Guide and a full Solutions Manual for instructors Precalculus with Calculus Previews offers a complete teaching and learning package

Mathematics for Secondary School Teachers Elizabeth G. Bremigan, Ralph J. Bremigan, John D. Lorch, 2011 Mathematics for Secondary School Teachers discusses topics of central importance in the secondary school mathematics curriculum including functions polynomials trigonometry exponential and logarithmic functions number and operation and measurement Acknowledging diversity in the mathematical backgrounds of pre service teachers and in the goals of teacher preparation programs the authors have written a flexible text through which instructors can emphasize any of the following Basics exploration of key pre college topics from intuitive and rigorous points of view Connections exploration of relationships among topics using tools from college level mathematics Extensions exploration of college level mathematical topics that have a compelling relationship to pre college mathematics Mathematics for Secondary School Teachers provides a balance of discovery learning and direct instruction Activities and exercises address the range of learning objectives appropriate for future teachers Beyond the obvious goals of conceptual understanding and computational fluency readers are invited to devise mathematical explanations and arguments create examples and visual representations remediate typical student errors and misconceptions and analyze student work Introductory discussion questions encourage prospective teachers to take stock of their knowledge of pre college topics A rich collection of exercises of widely varying degrees of

difficulty is integrated with the text Activities and exercises are easily adapted to the settings of individual assignments group projects and classroom discussions Mathematics for Secondary School Teachers is primarily intended as the text for a bridge or capstone course for pre service secondary school mathematics teachers It can also be used in alternative licensure programs as a supplement to a mathematics methods course as the text for a graduate course for in service teachers and as a resource and reference for in service faculty development

Styles and Strategies for Teaching High School

Mathematics Edward J. Thomas, John R. Brunsting, Pam L. Warrick, 2010-08-10 One key to raising achievement in mathematics is to recognize that all students have preferred styles of thinking and learning By rotating teaching strategies you can reach learners through their preferred styles as well as challenge students to think in other styles Styles and Strategies for Teaching High School Mathematics provides a set of powerful research based strategies to help high school teachers differentiate mathematics instruction and assessment according to their students learning styles Presenting four distinct mathematical learning styles Mastery Understanding Self Expressive and Interpersonal this book offers classroom tested instructional strategies that can be mixed and matched to reach all learners Compatible with any curriculum or textbook the book Explains how the strategies address NCTM process standards and students learning styles Includes step by step directions examples and planning considerations for each strategy Provides reproducible forms for implementing the strategies Offers variations and ways to adapt each strategy to meet a variety of instructional demands With assessment components woven throughout this invaluable guide helps high school mathematics teachers effectively reach and teach today s adolescents

METHODS OF SOLVING PROBLEMS IN Elementary, Middle, and High School

MATHEMATICS Mihai Rosu, 2010-11-19 I take great pleasure in recommending this book to all students but especially those involved in the IB and AP programs Use it alongside your textbooks and notes for maximum results

Christian Home
Educators' Curriculum Manual Cathy Duffy, 1997-11

Mathematical Economics and Operations Research Joseph Zaremba, 1978

Emerging Research, Practice, and Policy on Computational Thinking Peter J. Rich, Charles B.

Hodges, 2017-04-24 This book reports on research and practice on computational thinking and the effect it is having on education worldwide both inside and outside of formal schooling With coding becoming a required skill in an increasing number of national curricula e g the United Kingdom Israel Estonia Finland the ability to think computationally is quickly becoming a primary 21st century basic domain of knowledge The authors of this book investigate how this skill can be taught and its resultant effects on learning throughout a student s education from elementary school to adult learning

High School Mathematics Patricia S. Wilson, Sigrid Wagner, 1993

Developing Mathematical Talent Susan Assouline, Susan Goodsell Assouline, Ann Lupkowski-Shoplik, 2003 This is the original edition of the newly released Developing Math Talent While supplies last this edition is being sold on the Prufrock Press Web site at the discounted price of 9 95 Written for teachers and parents of gifted children with a talent for math this book provides a means for identifying the needs of

mathematically t Sherlock Holmes in Babylon Marlow Anderson, Victor Katz, Robin Wilson, 2004-10-14 Collection of essays on the history of mathematics by distinguished authorities **Discrete Mathematics in the Schools** Joseph G. Rosenstein, This book provides teachers of all levels with a great deal of valuable material to help them introduce discrete mathematics into their classrooms **Facilitator's Guidebook for Use of Mathematics Situations in Professional Learning** Rose Mary Zbiek, Glendon W. Blume, M. Kathleen Heid, 2018-01-01 The depth and breadth of a mathematics teacher's understanding of mathematics matter most as the teacher engages in the daily work of teaching One of the major challenges to teachers is to be ready to draw on the relevant mathematical ideas from different areas of the school curriculum and from their postsecondary mathematics experiences that can be helpful in explaining ideas to students making instructional decisions creating examples and engaging in other aspects of their daily work Being mathematically ready and confident requires teachers to engage in ongoing professional learning that helps them to connect mathematics to events like those they live on a daily basis The purpose of this volume is to provide teachers teacher educators and other facilitators of professional learning opportunities with examples of authentic events and tools for discussing those events in professional learning settings The work shared in Facilitator's Guidebook for Use of Mathematics Situations in Professional Learning Guidebook resulted from a collaborative effort of school mathematics supervisors and university mathematics educators The collaborators joined their varied experiences as teachers coaches supervisors teacher educators and researchers to suggest ways to scaffold activities encourage discussion and instigate reflection with teacher participants of differing mathematics backgrounds and with varying teaching assignments Each guide has ideas for engaging and furthering mathematical thought across a range of facilitator and participant mathematics backgrounds and draws on the collaborators' uses of the Situations with in-service and prospective teachers The events and mathematical ideas connected to each event come from Situations in Mathematical Understanding for Secondary Teaching A Framework and Classroom Based Situations A Situation is a description of a classroom related event and the mathematics related to it For each of six Situations school and university collaborators developed a facilitator's guide that presents ideas and options for engaging teachers with the event and the mathematical ideas The Guidebook also contains suggestions for how teachers and others might develop new Situations based on events from their own classrooms as a form of professional learning Both teacher educators and school-based facilitators can use this volume to structure sessions and inspire ideas for professional learning activities that are rooted in the daily work of mathematics teachers and students Faster Isn't Smarter Cathy L. Seeley, 2009 Nctm Past President Cathy L. Seeley shares her messages on today's most relevant topics and issues in education Based on Cathy L. Seeley's award-winning nctm President's Messages and including dozens of new messages this must-have K-12 resource offers straight talk and common sense about some of today's most important thought-provoking issues in education With topics ranging from the impact of rising expectations and the trap of timed tests to the role of technology and the phenomenon of jumping on

bandwagons this book provides a base for lively discussion among elementary middle and high school teachers leaders policy makers and families This book contains 41 messages included in three sections 1 School Mathematics for the 21st Century Elementary and Secondary Mathematics in America 2 Great Ideas Whose Time Has Come and Gone Mathematics Issues Facing Schools and Districts and 3 Real Students and Real Teachers Mathematics in Today s Classroom This book also contains the following 1 Foreword by Marilyn Burns 2 Introduction 3 How to Use This Book 4 Afterword The Sum of the Parts Is Greater than Some of the Parts 5 Acknowledgments 6 Readings and References 7 Index and 8 About the Author A

Fresh Start for Collegiate Mathematics Nancy Baxter Hastings, Florence S. Gordon, Sheldon P. Gordon, Jack Narayan, 2006 This volume is an outcome of the NSF funded conference Rethinking the Preparation for Calculus which took place in Washington DC in October 2001 P vi

Current Practices in Quantitative Literacy Rick Gillman, 2006 Presents a wide sampling of efforts being made on campuses across the country to achieve our common goal of having a quantitatively literate citizenry

Elements of Mathematics Gabor Toth, 2021-09-23 This textbook offers a rigorous presentation of mathematics before the advent of calculus Fundamental concepts in algebra geometry and number theory are developed from the foundations of set theory along an elementary inquiry driven path Thought provoking examples and challenging problems inspired by mathematical contests motivate the theory while frequent historical asides reveal the story of how the ideas were originally developed Beginning with a thorough treatment of the natural numbers via Peano s axioms the opening chapters focus on establishing the natural integral rational and real number systems Plane geometry is introduced via Birkhoff s axioms of metric geometry and chapters on polynomials traverse arithmetical operations roots and factoring multivariate expressions An elementary classification of conics is given followed by an in depth study of rational expressions Exponential logarithmic and trigonometric functions complete the picture driven by inequalities that compare them with polynomial and rational functions Axioms and limits underpin the treatment throughout offering not only powerful tools but insights into non trivial connections between topics *Elements of Mathematics* is ideal for students seeking a deep and engaging mathematical challenge based on elementary tools Whether enhancing the early undergraduate curriculum for high achievers or constructing a reflective senior capstone instructors will find ample material for enquiring mathematics majors No formal prerequisites are assumed beyond high school algebra making the book ideal for mathematics circles and competition preparation Readers who are more advanced in their mathematical studies will appreciate the interleaving of ideas and illuminating historical details

The Role of Education in Global Competitiveness United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions, 2006

Calculus Dennis Zill, Warren S. Wright, 2009-12-11 Appropriate for the traditional 3 term college calculus course *Calculus Early Transcendentals Fourth Edition* provides the student friendly presentation and robust examples and problem sets for which Dennis Zill is known This outstanding revision incorporates all of the exceptional learning tools that have made Zill s texts a resounding success He carefully blends the

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,1983

MAA Notes

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