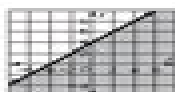


Chapter 9 Cumulative Review

Multiple Choice

- What is the y -intercept of $y = 0.75(0.7)^x$? **A**
☐ (0, 0.75) ☐ (0, 2.25) ☐ (1, 0) ☐ (4, 0)
- What is $\frac{x^2 + 3x + 2}{x^2 - x - 12}$ in simplest form? **C**
☐ $\frac{x+2}{x-4}$ ☐ $\frac{x+1}{x-4}$ ☐ $\frac{x+2}{x+3}$ ☐ $\frac{x+3}{x-4}$
- Which expression is equivalent to $\sqrt[3]{8x^3}$? **C**
☐ $\sqrt[3]{8}$ ☐ $\sqrt[3]{x^3}$ ☐ $\sqrt[3]{8}$ ☐ $\sqrt[3]{x^3}$
- How many polynomials of $2x^2 + x^2 + 4x + 17$ classified by degree? **B**
☐ linear ☐ quadratic ☐ cubic ☐ quartic
- The discriminant of a quadratic equation has a value of 0. Which of the following is true? **B**
☐ There is one real solution. ☐ There is one complex solution.
☐ There are no real solutions. ☐ There are two complex solutions.
- Which of these does not have the same value as the others? **C**
☐ $\log_4 4$ ☐ $\log_4 9$ ☐ $\log_4 16$ ☐ $\log_4 128$
- Which inequality is graphed? **A**
☐ $y < x + 4$ ☐ $y > x + 4$
☐ $y < x - 4$ ☐ $y < x + 4$
- If $f(x) = 4x - 1$ and $g(x) = 2x^2$, what is the value of $g(f(0)) - 100$? **D**
☐ 1952 ☐ 523 ☐ 257 ☐ -107



Chapter 9 Project Teacher Notes: Get the Picture

About the Project

The Chapter Project gives students an opportunity to use sequences, explicit formulas, and recursive formulas to change the size of drawings and photos. They investigate perspective, the use of grids to enlarge and reduce, and ways to crop, enlarge, and reduce photographs.

Introducing the Project

- Ask students if they have ever seen artists draw buildings or other objects that appear to recede in the distance.
- Ask them why it appears that railroad tracks get closer together when we look at them in the distance.
- Explain that they will investigate the concepts of perspective and vanishing points, and the mathematics involved in enlarging, reducing, and cropping pictures and photographs.

Activity 1: Researching

Students research perspective, create drawings in perspective, write explicit and recursive sequences, and determine explicit or recursive formulas for their sequences.

Activity 2: Designing

Students use grid paper to enlarge designs. They use the same ratios repeatedly to draw lengths and widths from geometric sequences. They then write explicit or recursive formulas for their sequences.

Activity 3: Analyzing

Students crop photos. Then they enlarge the cropped photos, writing sequences for the widths of the enlargements.

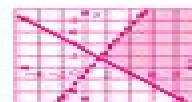
Finishing the Project

- The final week to plan a project day on which students share their completed projects. Encourage students to explain their processes as well as their results.
- Have students use their skills to create explicit and recursive formulas for arithmetic and geometric sequences.
 - Ask groups to share their insights that resulted in completing the project, such as any shortcuts they found for making their drawings or writing formulas.

Chapter 9 Cumulative Review (continued)

Short Response

- Graph the system of inequalities $\begin{cases} y < 2x - 1 \\ y \geq -x + 2 \end{cases}$.
- Describe how the graph of $y = \log_2(x - 2) + 5$ compares to the graph of the parent function.
- How can the relationship between variables in the table be described?



x	y
1	20
2	10
4	5
8	2.5

- Use the sequence 100, 95, 90, 85, ... This is an arithmetic sequence in which each term is 5 less than the previous one.
 a. Describe the sequence in words.
 b. Find the next three terms: 80, 75, 70.
- Water leaks from a 10,000-gal tank at a rate of 5 gal/h. Write a linear model for the situation and use it to find the amount of water in the tank after 24 h. $w = -5t + 10,000$; 8000 gal

Extended Response

- You have a coupon for \$10 off a CD. You also get a 20% discount if you share your membership card in the CD club. How much more would you pay if the member applies the coupon first? Use composite functions. Show your work.
 [a] If student chooses both functions and substitutes one from the other correctly.
 [b] Student chooses both functions and substitutes one from the other in 40% cases or more.
 [c] Student determines a related condition to solve problem about the functions and shows that substitution does not work. There are major errors in logic.
 [d] Student provides incorrect information. His work is shown.
 [e] Student makes no effort to solve problem in given.

Chapter 9 Project: Get the Picture

Beginning the Chapter Project

When a teacher is taking notes, artists, designers, and photographers work with ratios and dilations to make the pages visually attractive. These professionals often work with patterns involving arithmetic and geometric sequences.

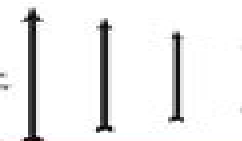
In this project, you will see how perspective affects perceived lengths and distances. You will use grids to change the size of drawings. You also will learn how a designer crops a photo, then enlarges or reduces it.

Activities

Activity 1: Researching

Research the concepts of one- and two-point perspective and vanishing points in art.

- Observe the lengths of the arrows shown at the right. What is the relationship between their lengths? Does this relate to your research on perspective?
- Trace the four arrows at the right, making the right one the left when tracing the longest arrow so that it is farther away from the others than it is now. What do you notice?
- Make a simple drawing of three or more similar objects whose lengths can be represented by an arithmetic sequence. Write the corresponding arithmetic sequence, and a recursive or explicit formula for that sequence.
- Check students' work, approximately every 10 minutes. The lengths form an arithmetic sequence, approximately yes. Sample: The lengths right along the top, middle, and bottom rows of the same row of a vanishing point.
- Check students' work, approximately every 10 minutes. There is no longer a vanishing point.
- Check students' work.



Activity 2: Designing

When a teacher is taking notes, a designer or artist may change the size of an original sketch to fit the space available on a page. One way to change the dimensions of a sketch is to use graph paper with different size squares.

- Draw a figure on a sheet of graph paper. Label this Figure 1 and write its approximate dimensions.
- Enlarge the original figure by copying each portion of Figure 1, square by square, onto graph paper. Label this Figure 2 and record its dimensions.
- Use a ratio to compare the dimensions of Figure 1 to the dimensions of Figure 2. If the ratio is to be used to enlarge Figure 2, what would the dimensions of the new figure be? Draw the figure, label it Figure 3, and record its dimensions.
- Explain why the lengths of the three figures form a geometric sequence.
- Use a geometric sequence to represent the lengths, and a recursive or explicit formula for that sequence. Check students' work.



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Kelly Slater Cline, Holly Zullo



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Table of Contents Prentice Hall Algebra 2 Teaching Resources Answer

1. Understanding the eBook Prentice Hall Algebra 2 Teaching Resources Answer
 - The Rise of Digital Reading Prentice Hall Algebra 2 Teaching Resources Answer
 - Advantages of eBooks Over Traditional Books
2. Identifying Prentice Hall Algebra 2 Teaching Resources Answer
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Prentice Hall Algebra 2 Teaching Resources Answer
 - User-Friendly Interface
4. Exploring eBook Recommendations from Prentice Hall Algebra 2 Teaching Resources Answer
 - Personalized Recommendations
 - Prentice Hall Algebra 2 Teaching Resources Answer User Reviews and Ratings
 - Prentice Hall Algebra 2 Teaching Resources Answer and Bestseller Lists
5. Accessing Prentice Hall Algebra 2 Teaching Resources Answer Free and Paid eBooks
 - Prentice Hall Algebra 2 Teaching Resources Answer Public Domain eBooks
 - Prentice Hall Algebra 2 Teaching Resources Answer eBook Subscription Services
 - Prentice Hall Algebra 2 Teaching Resources Answer Budget-Friendly Options
6. Navigating Prentice Hall Algebra 2 Teaching Resources Answer eBook Formats
 - ePub, PDF, MOBI, and More
 - Prentice Hall Algebra 2 Teaching Resources Answer Compatibility with Devices
 - Prentice Hall Algebra 2 Teaching Resources Answer Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Prentice Hall Algebra 2 Teaching Resources Answer
 - Highlighting and Note-Taking Prentice Hall Algebra 2 Teaching Resources Answer
 - Interactive Elements Prentice Hall Algebra 2 Teaching Resources Answer
8. Staying Engaged with Prentice Hall Algebra 2 Teaching Resources Answer

- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Prentice Hall Algebra 2 Teaching Resources Answer
9. Balancing eBooks and Physical Books Prentice Hall Algebra 2 Teaching Resources Answer
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Prentice Hall Algebra 2 Teaching Resources Answer
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Prentice Hall Algebra 2 Teaching Resources Answer
- Setting Reading Goals Prentice Hall Algebra 2 Teaching Resources Answer
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Prentice Hall Algebra 2 Teaching Resources Answer
- Fact-Checking eBook Content of Prentice Hall Algebra 2 Teaching Resources Answer
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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