

## ACTIVITY 25 Continued

**14–18 Work Backward** Reinforce the meaning of points on the graph of the hull speed function (length at waterline, hull speed). Students should locate the point where  $x = 24$  on the graph to find the speed of a boat with a 24-foot length at the waterline. Students should locate the point where  $y = 6$  on the graph to find the length at the waterline of a boat with a hull speed of 6 knots.

### Check Your Understanding

Debrief students' answers to these items to ensure that they understand concepts related to interpreting the graph of a square root function.

#### Answers

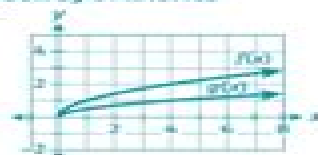
19. The hull speed is about 4 knots.  
20. The points on the graph are not  $(1, 1)$ ,  $(4, 2)$ ,  $(9, 3)$ , and so on. This is because the graph has been vertically stretched, which means the equation must include a transformation of some type.

## ASSESS

Students' answers to Lesson Practice problems will provide you with a formative assessment of their understanding of the lesson concepts and their ability to apply their learning. See the Activity Practice for additional problems for this lesson. You may assign the problems here or use them as a culmination for the activity.

### LESSON 25-1 PRACTICE

21.



## ADAPT

Check students' answers to the Lesson Practice to ensure that they understand the graphs of square root functions and their transformations. Additionally, students should understand the connection between the domain and range of the parent function and the domain and range of the transformations of the parent function. As additional practice, provide students with the domain and range of a square root function and have students write a square root function that would match.

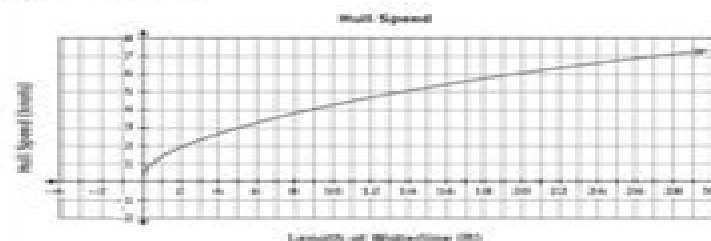
## ACTIVITY 25

continued

My Notes

## Lesson 25-1 Square Root Functions

The graph of the hull speed of a boat  $H$  is shown below. You also sketched this graph in Item 1a.



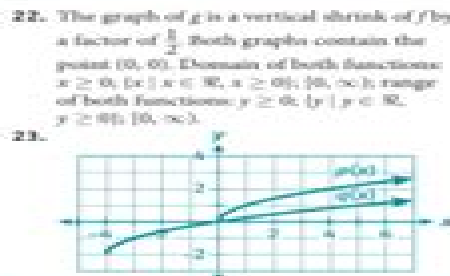
19. Use the graph to estimate the hull speed of a boat that is 24 feet long at the waterline.  
The hull speed is about 5.5 knots.  
20. Use the graph to estimate the length at the waterline of a boat whose hull speed is 6 knots.  
The boat would be about 36 feet long at the waterline.  
21. Write an equation that could be solved to determine the length at the waterline of a boat with a hull speed of 6 knots.  
 $1.34\sqrt{x} = 6$

### Check Your Understanding

19. Use the graph at the top of the page to estimate the hull speed of a boat that is 9 feet long at the waterline.  
20. Explain how you can tell from the graph above that the equation relating the hull speed and the length of the boat is not  $H(x) = \sqrt{x}$ .

### LESSON 25-1 PRACTICE

21. Graph  $f(x) = \sqrt{x}$  and  $g(x) = \frac{1}{2}\sqrt{x}$  on the same axes.  
22. Describe  $g(x)$  as a transformation of  $f(x)$ . What are the domain and range of each function?  
23. Graph  $p(x) = \sqrt{x}$  and  $q(x) = \sqrt{x+4} - 2$  on the same axes.  
24. Describe  $q(x)$  as a transformation of  $p(x)$ . What are the domain and range of each function?  
25. **Reason abstractly.** Write a square root function that has a domain of  $x \geq 7$  and a range of  $y \geq 2$ . Use a graphing calculator to confirm that your function meets the given requirements.  
26. The graph of  $g$  is a vertical shrink of  $f$  by a factor of  $\frac{5}{2}$ . Both graphs contain the point  $(9, 6)$ . Domain of both functions:  $x \geq 0$ ;  $\{x \mid x \leq 9, x \geq 0\}$ ;  $[0, \infty)$ ; range of both functions:  $y \geq 0$ ;  $\{y \mid y \leq 6, y \geq 0\}$ ;  $[0, \infty)$ ; domain of  $g$ :  $x \geq -4$ ;  $\{x \mid x \leq 9, x \geq -4\}$ ;  $[-4, \infty)$ ; range of  $g$ :  $y \geq -2$ ;  $\{y \mid y \leq 6, y \geq -2\}$ ;  $[-2, \infty)$ ; domain and range of  $g$ :  $x \geq -4$  and  $y \geq -2$ .  
27.  $f(x) = a\sqrt{x-7} + 2$  for  $x \geq 0$ . Answer is acceptable without the  $a$ .



# Springboard Level 1 Answers

**Brian A. Magowan, Mohamed  
Otify, Tarek El Shamy, Andrew Pearson**

## Springboard Level 1 Answers:

**Teaching Practices and Equitable Learning in Children's Language Education** Giannikas, Christina Nicole, 2021-03-26 Educating children and leading them towards the path of bilingualism is a valuable and challenging task for any educator Effective language teaching can contribute to young learners cognitive growth develop their problem solving skills enhance their comprehension abilities and provide children with the satisfaction of succeeding in the challenge of learning a foreign language All these issues must be taken under consideration when researching children and their teachers The current literature indicates that further material is needed to provide professionals with different classroom situations and enhance the art of teaching children Teaching Practices and Equitable Learning in Children s Language Education focuses on various perspectives of efficient practices approaches and ideas for professional development in the field of young language learners The chapters in this book link the theoretical understanding and practical experience of teaching children languages by concentrating on teaching practices material design classroom management reading speaking writing and more This book is designed for inservice and preservice teachers administrators teacher educators practitioners stakeholders researchers academicians and students interested in the field of early language learning and applied linguistics at large

**Key Maths GCSE**, 2003 Developed for the CCEA Specification this Teacher File contains detailed support and guidance on advanced planning points of emphasis key words notes for the non specialist useful supplementary ideas and homework sheets

**Key Maths GCSE** David Baker, 2002-01-11 Developed for the EDEXCEL specification this course provides preparation for GCSE success with a practical approach Detailed support and guidance are contained in the Teacher Files on advanced planning points of emphasis key words notes for the non specialist useful supplementary ideas and homework sheets

**Blues Harmonica Jam Tracks & Soloing Concepts #1** David Barrett, 2011-03-11 Upon completion of this book CD set you will understand the principle and techniques utilized in the creation of phrases and how to incorporate these concepts into your own harmonica performance the companion CD contains jam tracks for incorporating new licks and ideas Notation and harmonica tablature View the Harmonica Masterclass Series outline

**Maths Investigations** Susan Levy, 2021-03-01 The activities in Maths Investigations have been structured to provide materials that are appropriate to the needs and abilities of a range of abilities in the mathematics class At this stage of their mathematics education students should be required to investigate concepts in considerable depth Accordingly some activities in this book stretch over several pages perhaps requiring students to carry an idea over from day to day as they move through a particular unit This idea of mathematical investigations is intended to provide challenge for students to encourage them to look at the real life aspects of mathematics and to stimulate them to go to even further depths than the text provides for

**Promoting Achievement, Valuing Success** Great Britain. Department for Children, Schools and Families, 2008 This Command paper entitled Promoting achievement valuing success a strategy for 14 19 qualifications Cm

7354 ISBN 9780101735421 presents the Government's conclusions on establishing a plan to improve and develop the educational opportunities for 14-19 year olds and is part of a consultation process on the strategy for 14-19 qualifications. It also sets out in detail the systemic changes that will be needed to develop existing qualifications specifically in England. The 2005 White Paper 14-19 Education and Skills Cm 6476 ISBN 9780101647625 set out a wide ranging reform programme of the curriculum and qualifications system with the aim of improving the general education and training of teenagers. This strategy document further develops the proposals and examines the ways that reform can be established. Divided into seven chapters it covers the following areas: the introduction and context of the proposed education reforms; the movement towards a more comprehensive and coherent qualification system; the development of a new diploma programme; the reform of GCSEs and A levels; the apprenticeship programme; the foundation learning tier; the steps needed to achieve the aims set out in the previous chapters. The closing date for this consultation is 23 June 2008.

### **Computers, Cognition, and Writing**

**Instruction** Marjorie Montague, 1990-08-09 Annotation Presents both the philosophical and theoretical background for research in computer assisted composition and a review and synthesis of the efficacy research in this area. The focus is on effective writing instruction for elementary secondary and special needs students. A paper edition is available 0336 X 14 95 Annotation copyrighted by Book News Inc Portland OR.

### **What Works in Probation and Youth Justice**

Ros Burnett, Colin Roberts, 2013-01-11 Both probation and youth justice have undergone massive changes in recent years and continue to face important new challenges. A key emphasis of new developments has been on developing effective evidence based practice and disseminating this throughout the Probation and Youth Justice services reviewed in this book.

*Leverage Leadership* Paul Bambrick-Santoyo, 2012-06-06 Paul Bambrick-Santoyo, Managing Director of Uncommon Schools, shows leaders how they can raise their schools to greatness by following a core set of principles. These seven principles or levers allow for consistent transformational and replicable growth. With intentional focus on these areas, leaders will leverage much more learning from the same amount of time investment. Fundamentally, each of these seven levers answers the core questions of school leadership: What should an effective leader do and how and when should they do it? Aimed at all levels of school leadership, the book is for any principal, superintendent, or educator who wants to be a transformational leader. The book includes 30 video clips of top tier leaders in action. These videos bring great schools to you and support a deeper understanding of both the components of success and how it looks as a whole. There are also many helpful rubrics, extensive professional development tools, calendars, and templates. Explores the core principles of effective leadership. Author's charter school, North Star Academy in Newark, New Jersey, received the highest possible award given by the U.S. Department of Education, the National Blue Ribbon. Print version includes an instructive DVD with 30 video clips to show how it looks in real life. E-book customers please note that details on how to access the content from the DVD may be found in the e-book Table of Contents. Please see the section How to Access DVD Contents. Bambrick-Santoyo has trained

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