

Unit 1 Test Study Guide (Linear Functions & Systems)

Name: KLO
Date: _____ Block: _____

Topic 1: Relations & Functions

Find the domain and range of each relation. Then determine if the relation is a function. If it is a function, state whether it is one-to-one.

1.

x	y
5	5
6	5
7	7
8	8

$$D = \{5, 6, 7, 8\}$$

$$R = \{5, 6, 7, 8\}$$

Function? Yes

One-to-One? Yes

2.



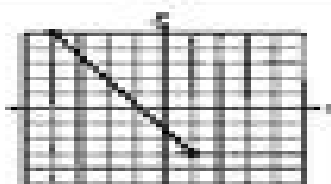
$$D = \{1, 2, 3, 4\}$$

$$R = \{7, 8, 9, 10\}$$

Function? Yes

One-to-One? No

3.



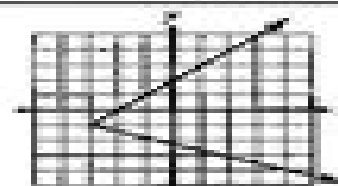
$$D = \{x \mid -4 \leq x \leq 1\}$$

$$R = \{y \mid -3 \leq y \leq 5\}$$

Function? Yes

One-to-One? Yes

4.



$$D = \{x \mid x \geq -3\}$$

$$R = \{y \mid y \geq 0\}$$

Function? No

One-to-One? No

Use $f(x) = -4x + 1$, $g(x) = x^2 - 8x + 21$, and $h(x) = |9 - 3x|$ for questions 5 - 10.

5. Find $g(-5)$

$$(-5)^2 - 8(-5) + 21$$

$$25 + 40 + 21$$

$$\boxed{86}$$

6. Find $f\left(\frac{11}{12}\right)$

$$-4\left(\frac{11}{12}\right) + 1$$

$$-\frac{11}{3} + 1$$

$$\boxed{-\frac{8}{3}}$$

7. Find $h(8) - f(-7)$

$$h(8) = |9 - 3(8)|$$

$$= |9 - 24|$$

$$= 15$$

$$f(-7) = -4(-7) + 1$$

$$= 28 + 1$$

$$= 29$$

$$15 - 29 = \boxed{-14}$$

8. Find $g(x + 4)$

$$(x+4)^2 - 8(x+4) + 21$$

$$x^2 + 8x + 16 - 8x - 32 + 21$$

$$\boxed{x^2 + 5}$$

9. If $f(x) = 53$, find x .

$$53 = -4x + 1$$

$$52 = -4x$$

$$\boxed{-13 = x}$$

10. If $h(x) = 39$, find x .

$$|9 - 3x| = 39$$

$$9 - 3x = 39$$

$$-3x = 30$$

$$x = -10$$

$$9 - 3x = -39$$

$$-3x = -48$$

$$x = 16$$

$$\boxed{\{-10, 16\}}$$

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The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Army American Council on Education, 1980 The 1984 Guide to the Evaluation of Educational Experiences in the Armed Services American Council on Education, 1984 **Calculus for the Life Sciences** Frederick R. Adler, Miroslav Lovric, *Resources in Education*, 1996

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Community College Mathematics Brian Cafarella, 2022-06-29 This book explores the rich history of community college math with a specific focus on gatekeeper math classes Gatekeeper math classes include courses such as college algebra introduction to statistics and all developmental math classes For community colleges successful completion of these classes is imperative for student retention This book presents a decade by decade analysis of the history of community college mathematics The author employs a mix of conceptual empirical and quantitative research The empirical research stems from interviews with 30 community college faculty members from seven community colleges From the 1970s to the pandemic in the early 2020s the book explores math curricula as well as trends initiatives teaching practices and mandates that have impacted community college math The positives and negatives of such trends initiatives and mandates are presented along with suggestions on how to apply such knowledge going forward The author addresses the key questions How can we build a future model for community college gatekeeper math classes that is both successful and sustainable Additionally how can we learn from the past and the present to build such a model This book will be ideal for students in graduate programs focusing on community college leadership or developmental education leadership as well as all those hoping to improve success rates in community college mathematics programs **Bulletin** United States. Office of Education, 1934 Bulletin, 1913

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