

Characteristics of Linear Functions **KEY**

Linear Functions

Linear Functions Form:

$$y = mx + b$$

Slope:

Intercept (y): b

Range:

Domain (x): $\mathbb{R}$



Table:

x	y
-2	-1
-1	1
0	3
1	5
2	7

- What pattern do you observe in the table and graph of the linear function? For each point, the x-value and y-value are equal, the x increases by 1, the y increases by 2.

Characteristics of Linear Functions

Characteristics of linear functions (slope, intercept, and domain) have been addressed in previous math courses.

Source of Linear Equations

Standard Form:

$$Ax + By = C \text{ (where } A, B, \text{ and } C \text{ are positive values)}$$

Slope-Intercept Form:

$$y = mx + b$$

Point-Slope Form:

$$y - y_1 = m(x - x_1)$$

Slope-Intercept Form

In the slope-intercept form, slope (m) describes the line (slope) and b (the y-intercept) affects the graph of the linear function.

Changes caused by m

- m = 0, no change in slope of passing function
- m = 1, m is positive and the line increases from left to right
- m = 2, m is negative and the line passes as a line, decreasing from left to right
- m = 3, slope of the graph increases (steep)

Intercept (b)

- b = 0, no change in slope of the function (starts at the origin)

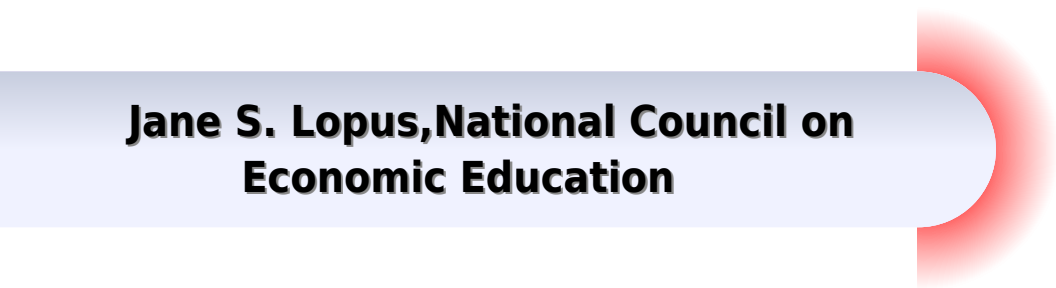
Changes caused by b

- b = 0, no change in y-intercept of passing function, starts at (0, 0)
- b = 1, vertical shift up 1 unit
- b = 2, vertical shift down 2 units

Algebra 2 Hs Mathematics Unit 03 Lesson 01

Characteristics

**Jane S. Lopus, National Council on
Economic Education**



Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics:

Capstone Jane S. Lopus, National Council on Economic Education, 2003 This publication contains Capstone's student activities *Resources in Education*, 2001 **Research in Education**, 1973 Teaching and Learning High School Mathematics Charlene E. Beckmann, Denise 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

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Grade 4 Edm, University of Chicago. School Mathematics Project, 2008 The Teacher's Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support

Teaching Powerful Problem-Solving in Math Catherine C. Lewis, Akihiko Takahashi, Shelley Friedkin, Nora Houseman, Sara Liebert, 2025-08-22 Teaching Powerful Problem Solving in Math provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools used it to implement powerful problem based mathematics instruction Students learn mathematics by confronting a novel problem and building the new understanding of the mathematical concepts needed to solve it just as mathematicians would By learning in this way students discover the power of their own thinking and gain confidence that extends well beyond mathematics This book introduces readers to urban elementary and K 8 schools where teachers have dramatically transformed math learning for teachers and for students Readers will follow teachers as they transform instruction using schoolwide lesson study building powerful new ways for educators to learn from each other and practice innovative teaching techniques The authors use in depth classroom portraits from the outset of schoolwide lesson study and three years later to illuminate the changes in mathematics instruction at a school that raised its proficiency on Smarter Balanced Assessment from 15% to 56% Extensive resources and links are provided to help readers understand and build on the work of these schools which is grounded in established principles of collective efficacy intrinsic motivation and learner agency for both students and teachers Book Features Shows how teaching through problem solving can erase the achievement gap in mathematics learning Provides the first in depth portrait of schoolwide lesson study showing how U S teachers at several schools build it and use it to transform teaching Profiles teachers leading the transformation of instruction to achieve the ambitious vision of learning embodied in recent standards Uses photographs student work and detailed classroom descriptions to bring to life mathematics lessons in year 1 and year 4 of the school's work to build problem solving Provides examples and links to the strategies teachers use to make student thinking visible and actionable during mathematics lessons Includes lesson plans photographs of board work student journals school newsletters self assessment rubrics and dozens of links to the resources needed to begin using teaching through problem solving and school wide lesson study Provides long term teacher led solutions for professional learning and for mathematics instruction that have been shown to improve teacher retention and student proficiency

Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 5 University of Chicago. School Mathematics Project, 2007 The Teacher's Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support

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Table of Contents Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics

1. Understanding the eBook Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - The Rise of Digital Reading Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Advantages of eBooks Over Traditional Books
2. Identifying Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - 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 Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - User-Friendly Interface
4. Exploring eBook Recommendations from Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Personalized Recommendations

- Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics User Reviews and Ratings
- Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics and Bestseller Lists
- 5. Accessing Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics Free and Paid eBooks
 - Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics Public Domain eBooks
 - Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics eBook Subscription Services
 - Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics Budget-Friendly Options
- 6. Navigating Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics eBook Formats
 - ePub, PDF, MOBI, and More
 - Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics Compatibility with Devices
 - Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Highlighting and Note-Taking Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Interactive Elements Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
- 8. Staying Engaged with Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
- 9. Balancing eBooks and Physical Books Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Setting Reading Goals Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics
 - Fact-Checking eBook Content of Algebra 2 Hs Mathematics Unit 03 Lesson 01 Characteristics

- 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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