# Algebra 2 Unit 2.3 Post-test Worksheet

#### Modeling with Quadratic Function

 Solve the equations below using Square Roots, Completing the Square, Factoring, or the Quadratic Formula. Use each method only once.

a) 
$$6(x+2)^2-9=45$$

c) 
$$x^2 = -7x - 4$$

b) 
$$x^2 + 3x - 2 = 2$$

d) 
$$2x^2 - 12x + 2 = 0$$

- A basketball player throws ball. The function for the height of the ball h (in feet) in terms of time t (in seconds) follows: h(t) = -16t² + 20t + 6.
  - a) Find the maximum height the ball reaches.
  - b) What height was the ball initially thrown from?
  - c) Find the time the ball will hit the ground.
- Dewey Dolphin is performing at the Sea World. He jumps out of the water and follows the path described by the following equation: h(d) = -2x<sup>2</sup> + d + 20, where h is the height in feet and d is the distance in feet.
  - a) What is the maximum height Dewey reaches?
  - b) At what distance will he hit the water?
  - c) Graph the equation of the path of Dewey. Clearly label the line of symmetry, the vertex, the y-intercept,
    and the x-intercept.
- 4) The formula h(t) = 200t 26t² represents the height of an object after t seconds when it is projected upward with a velocity of 200 feet per second. Can the object reach a height of 1000 ft? Explain why or why not?
- 5) The Pali basketball team is practicing shooting. Mercer shoots the ball and it follows a path described by the equation: h(d) = -14d² + 17d + 9, where h is the height in feet and d is the distance in feet.
  - a) What is the maximum height the ball reaches?
  - b) If the ball does not hit anything, how far away will it land?
  - Graph the equation of the path of the ball. Clearly label the line of symmetry, the vertex, the yintercept, and the x-intercept.
  - d) Kobe Bryant is practicing free throws shots. He shoots the ball and it follows a path modeled by the equation: h = -0.25d<sup>2</sup> + 2.5d + 7.5. Will the ball reach a height of 10 feet?
- 6) A fountain has two water arcs and each follows a path given by the equation below where h is the height of the water arc and d is the distance.

Arc I: 
$$h(d) = -d^2 + 2d + 7$$

Arc II: 
$$h(d) = -.25d^2 + 4$$

a) Which arc goes higher? What height does it reach? b) Which arc is wider? Explain how you found the width.

c) Graph both arcs on the same coordinate axes. Label the line of symmetry, vertex, y-intercept, and the x-intercepts.

# Algebra Ib Unit 3 Post Test

**Christian G. Meyer** 

#### **Algebra Ib Unit 3 Post Test:**

**Reaching Algebra Readiness (RAR)** Tony G. Williams, 2011-10-30 Research has shown that algebra is the doorway and gateway for future success of students in many aspects including high school graduation attending and success in college and professional earning power And the most important key to students success in algebra is their readiness This book is not only a program that addresses algebra readiness it is also a fundamental reform effort based on the National Mathematics Advisory Panel s NMAP s Final Report spring 2008 The book approaches mathematic skills deficiencies on an individual basis much like an IEP addresses the individual needs of a student with disabilities The Reaching Algebra Readiness RAR process consists of four components 1 Diagnostic assessing student's mastery of the skills needed to take algebra 2 Prescriptive developing an individualized plan to address specific math deficiencies 3 Intervention utilizing tools and resources parental involvement effective teaching strategies etc to improve students mathematics skills and 4 Drills and Effective Teachings Strategies mathematics is a discipline and simply there is no way of avoiding practice and drilling in reaching algebra readiness which can be enhanced significantly by implementing proven effective teaching strategies. The Reaching Algebra Readiness RAR process and the related materials presented in this book will be revolutionary in helping all students acquire the math skills needed for success in algebra and beyond This book is a must guide for math teachers parents who home school parents who are looking for solutions and educators pursuing fundamental education reforms Math Advantage Grace M. Burton, 1999 Catalogs of Courses University of California, Berkeley, 1994 **Print** ,1984 Includes general and summer catalogs issued between 1878 1879 and 1995 1997 SCIENCE PROJECTS IN RENEWABLE ENERGY AND ENERGY EFFICIENCY, The Value of Science Projects Science projects are an especially effective way of teaching students about the world around them Whether conducted in the classroom or for a science fair science projects can help develop critical thinking and problem solving skills In a classroom setting science projects offer a way for teachers to put action into the lessons The students have fun while they re learning important knowledge and skills And the teacher often learns with the students experiencing excitement with each new discovery Science projects are generally of two types non experimental and experimental Non experimental projects usually reflect what the student has read or heard about in an area of science By creating displays or collections of scientific information or demonstrating certain natural phenomena the student goes through a process similar to a library research report or a meta analysis in any other subject Projects of this type may be appropriate for some students at a very early level but they usually do not provide the experiences that develop problem solving skills related to the scientific process On the other hand experimental projects pose a question or hypothesis which is then answered by doing an experiment or by modeling a phenomenon The question doesn't have to be something never before answered by scientist that is not necessary to conduct original research. The process of picking a topic designing an experiment and recording and analyzing data is what s important Resources in Education ,1984 **Annual register** 

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