

RSC PREP PRACTICE 54

3. What is the inverse of the function

$$f(x) = 3x^2 + 2, x \geq 0$$

- A. $f^{-1}(x) = \frac{\sqrt{x-2}}{3}$
 B. $f^{-1}(x) = \frac{\sqrt{x+2}}{3}$
 C. $f^{-1}(x) = \sqrt{\frac{x-2}{3}}$
 D. $f^{-1}(x) = \sqrt{\frac{x+2}{3}}$

4. What is the domain of the function

$$f(x) = \sqrt{x^2 - 1}$$

- A. All real numbers
 B. $x \geq -1$
 C. $x \leq -1$
 D. $x \geq 1$

5. Factor: $x^3 + 2x^2 - 3x - 6$

- A. $(x + 2)(x - 1)(x - 3)$
 B. $(x + 1)(x - 1)(x + 6)$
 C. $(x + 2)(x + 1)(x + 3)$
 D. $(x - 2)(x + 1)(x + 3)$

6. What is the complex conjugate of

$$-3 + i\sqrt{5 - 25i}$$

- A. $-3 + 52i$
 B. $-3 + 52i$
 C. $3 - 52i$
 D. $3 + 52i$

7. Solve: $5(x - 1)^2 = 277$

- A. -2 and 4
 B. -4 and 2
 C. $1 + \sqrt{55}$ and $1 + \sqrt{55}$
 D. None of these

8. Simplify: $\frac{-2 + i}{\frac{2 + i}{2 - i}}$

- A. $-\frac{11}{5} + \frac{2}{5}i$
 B. $-2 - \frac{1}{2}i$
 C. $-4 + 2i$
 D. -1

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Jicheng Xie



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Resources in Education ,1998 *Stuck in the Shallow End*, updated edition Jane Margolis,2017-03-03 Why so few African American and Latino students study computer science updated edition of a book that reveals the dynamics of inequality in American schools The number of African Americans and Latino as receiving undergraduate and advanced degrees in computer science is disproportionately low And relatively few African American and Latino high school students receive the kind of institutional encouragement educational opportunities and preparation needed for them to choose computer science as a field of study and profession In *Stuck in the Shallow End* Jane Margolis and coauthors look at the daily experiences of students and teachers in three Los Angeles public high schools an overcrowded urban high school a math and science magnet school and a well funded school in an affluent neighborhood They find an insidious virtual segregation that maintains inequality The race gap in computer science Margolis discovers is one example of the way students of color are denied a wide range of occupational and educational futures *Stuck in the Shallow End* is a story of how inequality is reproduced in America and how students and teachers given the necessary tools can change the system Since the 2008 publication of *Stuck in the Shallow End* the book has found an eager audience among teachers school administrators and academics This updated edition offers a new preface detailing the progress in making computer science accessible to all a new postscript and discussion questions coauthored by Jane Margolis and Joanna Goode Multiethnic Moments Susan E. Clarke,Rodney Hero,2006 Is anyone listening to minority voices in reforming American schools **Spanish So White** Adam Schwartz,2023-01-10 Explicit discussions of race and racial identity have traditionally been omitted from Spanish language education in the US especially in curricula designed for imagined native speakers of English Consequences of this de racialization of Spanish language learning include the perpetuation of institutional racism and missed opportunities to build productive conversations about the ways race and power are enacted through language *Spanish So White* is written specifically for secondary and post secondary teachers who identify as White and second language learners of Spanish It supports the development of language education that centers a racially dynamic Spanish speaking world and challenges interpersonal and institutional forms of racism Author Adam Schwartz shares stories of his own socialization into Whiteness and Spanish English bilingualism He invites readers into the work of reconciling privileges they too may share as White Spanish language learners and teachers Additional resources for the book are available to download here <https://www.multilingualmatters.com/page/ssw> An Eclectic Approach to Citizenship Thomas L. Dynneson,1985

Computer-assisted Instruction and Compensatory Education Marjorie Ragosta,1982 *On Evaluating Curricular Effectiveness* National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Mathematical Sciences Education Board,Committee for a Review of the Evaluation Data on the Effectiveness of NSF-Supported and Commercially Generated Mathematics Curriculum Materials,2004-11-12 This book reviews the

evaluation research literature that has accumulated around 19 K 12 mathematics curricula and breaks new ground in framing an ambitious and rigorous approach to curriculum evaluation that has relevance beyond mathematics The committee that produced this book consisted of mathematicians mathematics educators and methodologists who began with the following charge Evaluate the quality of the evaluations of the thirteen National Science Foundation NSF supported and six commercially generated mathematics curriculum materials Determine whether the available data are sufficient for evaluating the efficacy of these materials and if not Develop recommendations about the design of a project that could result in the generation of more reliable and valid data for evaluating such materials The committee collected reviewed and classified almost 700 studies solicited expert testimony during two workshops developed an evaluation framework established dimensions criteria for three methodologies content analyses comparative studies and case studies drew conclusions on the corpus of studies and made recommendations for future research Resources in Education ,1995 Models for Mathematics Technology Teacher Development Programs John Grover Harvey,1997 **VocEd** ,1979

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