

Characteristics of Linear Functions: KEY

Linear Functions

Linear Function Equation:

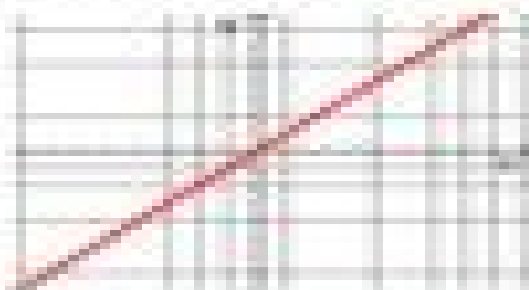
$$y = mx + b$$

Slope:

Intercept(s) on x :

Range:

Intercept(s) on y :



Table

x	y
-2	0
-1	1
0	2
1	3
2	4
3	5
4	6

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

Characteristics of Linear Functions

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

Sources of Linear Equations

Standard Form:

$$Ax + By = C, \text{ where } A, B, \text{ and } C \text{ are integers and } A \text{ is positive value.}$$

Slope-Intercept Form:

$$y = mx + b, \text{ where } m \text{ is the slope and } b \text{ is the } y\text{-intercept.}$$

Point-Slope Form:

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

Slope-Intercept Form

In the slope-intercept form, slope m describes the rise (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 graphed line increases (up).

Intercept Form

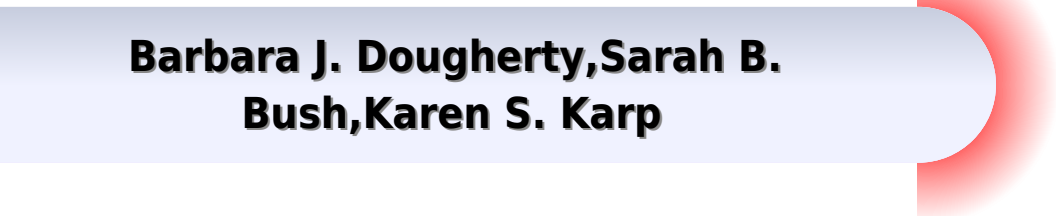
- $b = 0$, $b = 0$, no change in y -intercept of passing function (intercept on y).

Changes caused by b

- $b = 0$, no change in y -intercept of passing function, intercept on y .
- $b = 1$, vertical shift up 1 unit.
- $b = 2$, vertical shift down 2 units.

Algebra 2 Hs Mathematics Unit 6 Lesson Worksheet

**Barbara J. Dougherty, Sarah B.
Bush, Karen S. Karp**



Algebra 2 Hs Mathematics Unit 6 Lesson Worksheet:

The Math Pact, High School Barbara J. Dougherty, Sarah B. Bush, Karen S. Karp, 2020-09-19 A schoolwide solution for mathematics success When rules seem to change from year to year mathematics can seem like a disconnected mystery for students Clear up the confusion with a Mathematics Whole School Agreement Expanded from the highly popular Rules that Expire series of NCTM articles this essential guide leads educators through the collaborative step by step process of establishing a coherent and consistent learner centered and equitable approach to mathematics instruction You ll learn to avoid rules that expire tricks that may seem to help students in one grade but hurt in the long run Features include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to dos and try it outs PLC prompts and discussion points

Resources in Education ,2000-04 **The Parallel Curriculum in the Classroom, Book 2** Carol Ann Tomlinson, Sandra N. Kaplan, Jeanne H. Purcell, Jann H. Leppien, Deborah E. Burns, Cindy A. Strickland, 2005-09-08 Based on the Parallel Curriculum Model this book provides curriculum units in social studies science art and language arts for use in primary elementary middle and high school settings

Engaging in Culturally Relevant Math Tasks, 6-12 Lou Edward Matthews, Shelly M. Jones, Yolanda A. Parker, 2022-12-01 Empower your students as they reimagine the world around them through mathematics Culturally relevant mathematics teaching engages students by helping them learn and understand math more deeply and make connections to themselves their communities and the world around them The mathematics task provides opportunities for a direct pathway to this goal But many teachers ask how can you find adapt and implement math tasks that build powerful learners Engaging in Culturally Relevant Math Tasks helps teachers to design and refine inspiring mathematics learning experiences driven by the kind of high quality and culturally relevant mathematics tasks that connect students to their world With the goal of inspiring all students to see themselves as doers of mathematics this book provides intensive in the moment guidance and practical classroom tools that empower educators to shape culturally relevant experiences while systematically building tasks that are standards based It includes A pathway for moving through the process of asking imagining planning creating and improving culturally relevant math tasks Tools and strategies for designing culturally relevant math tasks that preservice novice and veteran teachers can use to grow their practice day by day Research based teaching practices seen through the lens of culturally relevant instruction that help students develop deep conceptual understanding procedural knowledge fluency and application in 6 12 mathematical content Examples milestones opportunities for reflection and discussion questions guide educators to strengthen their classroom practices and to reimagine math instruction in response This book is for any educator who wants to teach mathematics in a more authentic inclusive and meaningful way and it is especially beneficial for teachers whose students are culturally different from them

Research in Education ,1968 **Creating the Global Classroom** Laurence Peters, 2022-03-10 The book examines how to begin to think like a global educator first by examining how our own histories and experiences have formed our own

cultural and professional identities and second how the varied frames by which global education can be understood pedagogical ideological and cosmopolitan have shaped the field Laurence Peters connects theory and practice about global education relevant to cultivating global awareness in primary and secondary students Rather than seeing global education as a special field separate from the other disciplines the author encourages integration of global perspectives into everything we do Showcasing how global awareness is a developmental issue dependent upon the student s ability to step outside of their own place based comfort zone this volume lays out a roadmap of major challenges and issues around instilling this awareness in students This book connects theory and practice about global education relevant to cultivating global awareness in primary and secondary students From this foundation the book engages with the challenge of integrating global perspectives within a crowded curriculum By convincing students and teachers alike of global education s centrality thinking globally becomes an integral component of learning across subject areas and grade levels and this work encourages students to exercise empathy for the other and to develop critical skills to see through media distortions and fake news so they can better resist the tendency of politicians in our increasingly multicultural countries to divide people along racial and ethnic lines

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2016-02-12 Teaching Secondary and Middle School Mathematics combines the latest developments in research standards and technology with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics today In the fully revised fifth edition scholar and mathematics educator Daniel Brahier invites teachers to investigate the nature of the mathematics curriculum and reflect on research based best practices as they define and sharpen their own personal teaching styles The fifth edition has been updated and expanded with a particular emphasis on the continued impact of the Common Core State Standards for Mathematics and NCTM s just released Principles to Actions as well as increased attention to teaching with technology classroom management and differentiated instruction Features include A full new Chapter 7 on selection and use of specific tools and technology combined with Spotlight on Technology features throughout clearly illustrate the practical aspects of how technology can be used for teaching or professional development Foundational Chapters 1 and 2 on the practices and principles of mathematics education have been revised to build directly on Common Core State Standards for Mathematics and Principles to Actions with additional references to both documents throughout all chapters A new Chapter 4 focuses on the use of standards in writing objectives and organizing lesson plan resources while an updated Chapter 5 details each step of the lesson planning process A fully revised Chapter 12 provides new information on teaching diverse populations and outlines specific details and suggestions for classroom management for mathematics teachers Classroom Dialogues features draws on the author s 35 year experience as an educator to present real world teacher student conversations about specific mathematical problems or ideas How Would You React features prepares future teachers for real life scenarios by engaging them in common classroom situations and offering tried and true solutions With

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Burton,Maria Gueorguieva Gargova Fung,Klay Kruczek,2013 Cheryl Beaver Laurie Burton Maria Fung Klay Kruczek editors

Cover Resources in Education ,1996 *Mathematics Strategies for Tier 1 and Tier 2 Interventions in a PLC at Work®*

Sarah Schuhl,Mona Toncheff,Jennifer Deinhart,Brian Buckhalter,2024-12-02 Discover how your collaborative team can ensure all students learn grade level mathematics during Tier 1 and Tier 2 instruction This valuable guide provides preK 12 teachers with ready to use tools and strategies to help students communicate using mathematical language and develop number sense conceptual understanding procedural fluency mathematical reasoning problem solving and more PreK 12 educators can use this book to Collaborate with teams to build a shared understanding of essential mathematics standards Ensure students learn grade level mathematics during Tier 1 and Tier 2 instruction Learn how to help students make connections to prior learning and why that matters Create opportunities for students to reason through problems with their peers Develop students number sense procedural fluency and other key mathematics skills Contents Introduction Part 1 A Culture of Learning Chapter 1 Work as a Collaborative Mathematics Team Focused on Student Learning Chapter 2 Build a Community of Learners Part 2 Mathematics Foundations Chapter 3 Teach Grade or Course Level Content Chapter 4 Connect to Prior Knowledge Chapter 5 Develop Number Sense Chapter 6 Focus on Problem Solving Chapter 7 Develop Procedural Fluency Part 3 Student Engagement Chapter 8 Communicate Using Mathematical Language Chapter 9 Grow Learning Through Student Discourse Chapter 10 Use Meaningful Feedback for Learning Chapter 11 Empower Learners Through Student Investment Epilogue Appendix A Data Analysis Protocols Appendix B Cognitive Demand Level Task Analysis Guide References and Resources Index

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