

Characteristics of Linear Functions **KEY**

Linear Functions

Linear Functions Form:

$$y = mx + b$$

Slope:

Intercepting at y :

Slope:

Intercepting at x :



Table

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

- 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 1.

Characteristics of Linear Functions

Characteristics of linear functions (slope, intercept, and intercepting point) are addressed in previous math courses.

Characteristics of Linear Functions:

Slope:

$m = 1$ (the slope is 1, the y-intercept is 2, the x-intercept is -2)

Intercepting at y :

$y = 2$ (the y-intercept is 2)

Intercepting at x :

$x = -2$ (the x-intercept is -2)

Slope-Intercept Form:

In the slope-intercept form, the slope (m) and the y-intercept (b) are the characteristics of the linear function.

Changes in the slope:

- $m = 1$ (the slope is 1, the y-intercept is 2)
- $m = 2$ (the slope is 2, the y-intercept is 2)
- $m = 3$ (the slope is 3, the y-intercept is 2)
- $m = 4$ (the slope is 4, the y-intercept is 2)
- $m = 5$ (the slope is 5, the y-intercept is 2)
- $m = 6$ (the slope is 6, the y-intercept is 2)
- $m = 7$ (the slope is 7, the y-intercept is 2)
- $m = 8$ (the slope is 8, the y-intercept is 2)
- $m = 9$ (the slope is 9, the y-intercept is 2)
- $m = 10$ (the slope is 10, the y-intercept is 2)

Changes in the y-intercept:

- $b = 1$ (the y-intercept is 1, the x-intercept is -1)
- $b = 2$ (the y-intercept is 2, the x-intercept is -2)
- $b = 3$ (the y-intercept is 3, the x-intercept is -3)
- $b = 4$ (the y-intercept is 4, the x-intercept is -4)
- $b = 5$ (the y-intercept is 5, the x-intercept is -5)
- $b = 6$ (the y-intercept is 6, the x-intercept is -6)
- $b = 7$ (the y-intercept is 7, the x-intercept is -7)
- $b = 8$ (the y-intercept is 8, the x-intercept is -8)
- $b = 9$ (the y-intercept is 9, the x-intercept is -9)
- $b = 10$ (the y-intercept is 10, the x-intercept is -10)

Changes in the x-intercept:

- $x = 1$ (the x-intercept is 1, the y-intercept is 1)
- $x = 2$ (the x-intercept is 2, the y-intercept is 2)
- $x = 3$ (the x-intercept is 3, the y-intercept is 3)
- $x = 4$ (the x-intercept is 4, the y-intercept is 4)
- $x = 5$ (the x-intercept is 5, the y-intercept is 5)
- $x = 6$ (the x-intercept is 6, the y-intercept is 6)
- $x = 7$ (the x-intercept is 7, the y-intercept is 7)
- $x = 8$ (the x-intercept is 8, the y-intercept is 8)
- $x = 9$ (the x-intercept is 9, the y-intercept is 9)
- $x = 10$ (the x-intercept is 10, the y-intercept is 10)

Algebra 2 Hs Mathematics Unit Lesson Characteristics

**Tim Schlippe, Eric C. K.
Cheng, Tianchong Wang**



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Artificial Intelligence in Education Technologies: New Development and Innovative Practices Tim Schlippe, Eric C. K. Cheng, Tianchong Wang, 2024-12-31 This book is a collection of selected research papers presented at the 2024 5th International Conference on Artificial Intelligence in Education Technology AIET 2024 held in Barcelona Spain on July 29-31 2024 AIET establishes a platform for AI in education researchers to present research exchange innovative ideas propose new models as well as demonstrate advanced methodologies and novel systems It is a timely and up to date publication responsive to the rapid development of AI technologies practices and their increasingly complex interplay with the education domain It promotes the cross fertilisation of knowledge and ideas from researchers in various fields to construct the interdisciplinary research area of AI in Education These subject areas include computer science cognitive science education learning sciences educational technology psychology philosophy sociology anthropology and linguistics The feature of this book will contribute from diverse perspectives to form a dynamic picture of AI in Education It also includes various domain specific areas for which AI and other education technology systems have been designed or used in an attempt to address

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Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been

added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9781032472867 Bringing the Common Core Math Standards to Life Yvelyne Germain-McCarthy,Ivan Gill,2014-11-20 Provides a clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Offers real examples and detailed analyses of how exemplary teachers are using engaging strategies across the curriculum Includes practical ready to use tools you can take back to your classroom Resources in Education ,2001

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