

Characteristics of Linear Functions: KEY

Linear Functions

Linear Functions:

$$y = mx + b$$

Slope:

Intercept(s) (x, y)

Range:

Domain(s) (x, y)

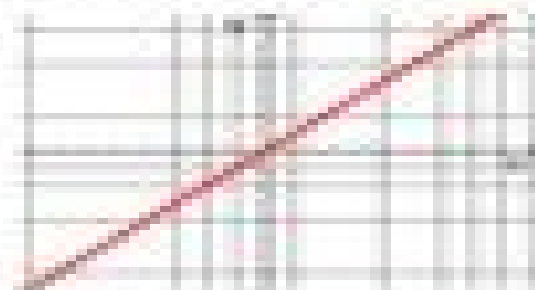


Table	
x	y
-2	0
-1	1
0	2
1	3
2	4
3	5
4	6

- What pattern do you observe in the data and graph of the linear function? (See graph above; this is a constant, positive, slope; the x-intercept is negative; the function always increases)

Characteristics of Linear Functions

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

Characteristics of Linear Functions:

Slope:

$m = \frac{y_2 - y_1}{x_2 - x_1}$ (Slope is constant and is a positive value)

Intercept(s):

$y = mx + b$ (y-intercept)

Domain(s):

$x \in \mathbb{R}$

Range(s):

In the linear functions, slope (rate of change) and b (the y-intercept) affect the graph of the linear function.

Changes caused by m

- $m > 0$: no change in slope of linear function
- $m < 0$: no change in slope of linear function
- $m > 0$: no change in slope of linear function
- $m < 0$: no change in slope of linear function
- $m > 0$: no change in slope of linear function
- $m < 0$: no change in slope of linear function

Changes caused by b

- $b > 0$: no change in y-intercept of linear function
- $b < 0$: no change in y-intercept of linear function
- $b > 0$: no change in y-intercept of linear function
- $b < 0$: no change in y-intercept of linear function
- $b > 0$: no change in y-intercept of linear function
- $b < 0$: no change in y-intercept of linear function

Algebra Hs Mathematics Unit Lesson Answers

**Catherine C. Lewis,Akihiko
Takahashi,Shelley Friedkin,Nora
Houseman,Sara Liebert**



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Mathematics Unit Planning in a PLC at Work®, High School Sarah Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mozingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9-12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning **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 **Assessing Middle and High School Mathematics & Science** Sheryn Spencer-Waterman, 2013-08-16 For middle and high school teachers of mathematics and science this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities **Teaching and Learning High School**

Mathematics Charlene E. Beckmann, Denisse 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.

Mathematics Instruction and Tasks in a PLC at Work®, Second Edition Mona Toncheff, Timothy D. Kanold, Sarah Schuhl, Bill Barnes, Jennifer Deinhart, Jessica Kanold-McIntyre, 2023-08-15 Build collective teacher efficacy and students' mathematical thinking using the Mathematics in a PLC at Work™ lesson design process. This second edition of the popular Mathematics Instruction and Tasks book guides preK-12 teacher teams in ensuring improved mathematics achievement. Gain new and enhanced understanding of research-affirmed instructional routines and learn how to efficiently elicit high levels of student engagement and self-efficacy. Implement instructional strategies and methods of teaching mathematics in a

professional learning community This book will help preK 12 mathematics teachers and teacher teams Identify essential mathematics content standards students learn during a unit Understand the importance of communicating the why of the essential mathematics learning standards to students Plan for the use of balanced rigor and mathematical routines to teach each content standard during instruction Use a balance of appropriate mathematics activities and tasks needed to develop conceptual understanding procedural fluency and application of mathematical concepts and skills Implement instructional math routines that ensure the formative learning of all students during lessons Contents Preface Introduction The Mathematics at Work™ Lesson Design Framework Chapter 1 Essential Learning Standards The Why of the Lesson Chapter 2 Prior Knowledge Routines Chapter 3 Mathematics Language Routines Chapter 4 A Balance of Mathematical Tasks Chapter 5 Mathematical Discourse Routines Chapter 6 Lesson Closure Routines Chapter 7 High Quality Tier 1 Mathematics Intervention Chapter 8 Analyzing the Effectiveness of Mathematics Instruction Epilogue Appendix A Appendix B Cognitive Demand Level Task Analysis Guide Appendix C Mathematics Instruction and Tasks in a PLC at Work Protocols and Tools

Answers to Your Biggest Questions About Teaching Elementary Math John J. SanGiovanni, Susie Katt, Latrenda D. Knighten, Georgina Rivera, 2021-09-09 Your guide to grow and learn as a math teacher Let's face it teaching elementary math can be hard So much about how we teach math today may look and feel different from how we learned it Today we recognize placing the student at the center of their learning increases engagement motivation and academic achievement soars Teaching math in a student centered way changes the role of the teacher from one who traditionally delivers knowledge to one who fosters thinking Most importantly we must ensure our practice gives each and every student the opportunity to learn grow and achieve at high levels while providing opportunities to develop their agency and authority in the classroom which results in a positive math identity Whether you are a brand new teacher or a veteran if you find teaching math to be quite the challenge this is the guide you want by your side Designed for just in time learning and support this practical resource gives you brief actionable answers to your most pressing questions about teaching elementary math Written by four experienced math educators representing diverse experiences these authors offer the practical advice they wish they received years ago from lessons they've learned over decades of practice research coaching and through collaborating with teams teachers and colleagues especially new teachers every day Questions and answers are organized into five areas of effort that will help you most thrive in your elementary math classroom 1 How do I build a positive math community 2 How do I structure organize and manage my math class 3 How do I engage my students in math 4 How do I help my students talk about math 5 How do I know what my students know and move them forward Woven throughout you'll find helpful sidebar notes on fostering identity and agency access and equity teaching in different settings and invaluable resources for deeper learning The final question Where do I go from here offers guidance for growing your practice over time Strive to become the best math educator you can be your students are counting on it What will be your first step on the journey

Resources in

Education ,1997 **Differentiating Math Instruction** William N. Bender,2009-03-17 With recommendations based on the 2008 National Mathematics Advisory Panel report this updated resource provides classroom ready strategies for differentiating math instruction *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

Opportunity ,1971-08 **Studies in Mathematics: A brief course in math : for jr. high school teachers** Richard Davis Anderson,1966 **The Principal: Traversing the High-Wire with No Net Below: 79 Places Where the High-Wire Can Be Greasy ,** **Research in Education** ,1971-12 *The Software Encyclopedia 2001* ,2001 *Striving for Excellence* ,2000 *The Math Pact, Middle School* Sarah B. Bush,Karen S. Karp,Barbara J. Dougherty,2020-09-19 A schoolwide solution for students mathematics success Do you sometimes start to teach a mathematics concept and feel like you re staring at a sea of bewildered faces What happens when you discover students previously learned a calculation trick

or a mnemonic that has muddled their long term understanding When rules seem to change from year to year teacher to teacher or school to school 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 Through this work you will identify streamline and become passionate about using clear and consistent mathematical language notations representations rules and generalizations within and across classrooms and grades Importantly 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 of this book include Abundant grade specific examples Effective working plans for sustainability Barrier busting tips to do and try it out Practical templates and checklists PLC prompts and discussion points When teachers unite across grades students hit the ground running every year Take the next step together as a team and help all your students build on existing understanding to find new success and most importantly love learning and doing mathematics

The National Education Priorities of the President and the U.S. Department of Education, Striving for Excellence, Volume IV: 2000 ,2000 *The Handy Math Answer Book* Patricia Barnes-Svarney,Thomas E Svarney,2012-05-01 From Sudoku to Quantum Mechanics Unraveling the Mysteries of Mathematics What s the formula for changing intimidation to exhilaration When it comes to math it s The Handy Math Answer Book From a history dating back to prehistoric times and ancient Greece to how we use math in our everyday lives this fascinating and informative guide addresses the basics of algebra calculus geometry and trigonometry and then proceeds to practical applications You ll find easy to follow explanations of how math is used in daily financial and market reports weather forecasts real estate valuations games and measurements of all kinds In an engaging question and answer format more than 1 000 everyday math questions and concepts are tackled and explained including What are a googol and a googolplex What are some of the basic building blocks of geometry What is a percent How do you multiply fractions What are some of the mathematics behind global warming What does the philosophy of mathematics mean What is a computer app What s the difference between wet and dry measurements when you re cooking How often are political polls wrong How do you figure out a handicap in golf and bowling How does the adult brain process fractions And many many more For parents teachers students and anyone seeking additional guidance and clarity on their mathematical quest The Handy Math Answer Book is the perfect guide to understanding the world of numbers bridging the gap between left and right brained thinking Appendices on Measurements and Conversion Factors plus Common Formulas for Calculating Areas and Volumes of shapes are also included Its helpful bibliography and extensive index add to its usefulness

Lesson Imaging in Math and Science Michelle Stephan,David Pugalee,Julie Cline,Chris Cline,2016-10-26 From respected voices in STEM education comes an innovative lesson planning approach to help turn students into problem solvers lesson imaging In this approach

teachers anticipate how chosen activities will unfold in real time what solutions questions and misconceptions students might have and how teachers can promote deeper reasoning When lesson imaging occurs before instruction students achieve lesson objectives more naturally and powerfully A successful STEM unit attends to activities questions technology and passions It also entails a careful detailed image of how each activity will play out in the classroom Lesson Imaging in Math and Science presents teachers with A process of thinking through the structure and implementation of a lesson A pathway to discovering ways to elicit student thinking and foster collaboration An opportunity to become adept at techniques to avoid shutting down the discussion either by prematurely giving or acknowledging the right answer or by casting aside a wrong answer Packed with classroom examples lesson imaging templates and tips on how to start the process this book is sure to help teachers anticipate students ideas and questions and stimulate deeper learning in science math engineering and technology

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

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