

Algebra 1 - Semester 2 Final Review Packet

1. Simplify. Leave your answer in exponential form. $6^3(6^2)$

- [A] 6^{15} [B] 12^5 [C] 36^5 [D] 6^5

2. Simplify: $(4^2)^3$

- [A] 4^{11} [B] 4^5 [C] 4^{36} [D] 4^6

3. Simplify the product: $(6xy^2)^2(x^3y)^3$

- [A] $36x^5y^2$ [B] $6x^8y^3$ [C] $6x^{11}y^7$ [D] $36x^{11}y^7$

4. Sara bought 7 fish. Every month the number of fish she has doubles. After m months she will have F fish, where $F = 7 \cdot 2^m$. How many fish will Sara have after 2 months if she keeps all of them and the fish stay healthy?

- [A] 196 [B] 28 [C] 11 [D] 20

5. Simplify: $x^{-5}(x)^3$

- [A] $\frac{1}{x^{15}}$ [B] x^2 [C] $\frac{1}{x^2}$ [D] x^{12}

6. Simplify: $x^2 \cdot 2x^3 \cdot 10x^6$

- [A] $20x^2$ [B] 1 [C] 0 [D] $2x^5$

7. Rewrite the expression using positive exponents. $\frac{1}{9x^{-2}y^{-1}}$

- [A] $\frac{1}{9x^2y}$ [B] $\frac{x^2y}{9}$ [C] $\frac{9x^2y}{1}$ [D] $-9x^2y$

8. Which is equivalent to $\frac{5^{10}}{5^{12}}$?

- [A] $\frac{1}{5^2}$ [B] $\frac{1}{5^{-2}}$ [C] 5^2 [D] 5^{22}

Algebra 1 Semester 2 Exam Review Answers

PT Brinkman



Algebra 1 Semester 2 Exam Review Answers:

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Final Exam Review: MAT 104 & MAT 105 (John Jay College) A. A. Frempong, **Mathematics Education of our Students** M. Vali Siadat, 2022-10-19 About this Book This book introduces an innovative model in teaching and learning of mathematics It is the result of nearly two decades of research in math education at the college Its main premise is that all students can learn math provided they are engaged in the learning process The award winning Keystone model as is thoroughly described in the book has produced significant student outcomes not only in mathematics but also in English reading comprehension The research has had consistent results during the years of study About the Author M Vali Siadat is a distinguished professor of mathematics at Richard J Daley College He has two doctorates in mathematics a Ph D in pure mathematics and a D A in mathematics education Dr Siadat has more than thirty publications in mathematics and mathematics education and has had numerous presentations at regional national and international mathematics meetings and conferences Professor Siadat is the recipient of several national awards including the 2019 Award for Impact on the Teaching and Learning of Mathematics conferred by the American Mathematical Society the 2009

Mathematical Association of America's Deborah and Franklin Tepper Haimo Award for Distinguished College or University Teaching of Mathematics and the 2005 Carnegie Foundation for the Advancement of Teaching Illinois Professor of the Year Award

The Algebra Miracle: The True Story of a High-Poverty School's Triumph in the Age of Accountability Stuart Alan Singer, 2012-02-21 A miracle is defined as a highly improbable or extraordinary accomplishment. The story of the Algebra program at JEB Stuart High School in Fairfax Virginia qualifies for such a designation. Over a period of fifteen years a series of ambitious no cost innovations which challenged the prevailing status quo in math education led to a set of academic accomplishments that were indeed improbable and extraordinary. This miracle was achieved by a high poverty ethnically diverse student body that was unique at the time but is now representative of schools found throughout the U.S. For everyone touched by education from parents and students to teachers and administrators. The Algebra Miracle will provide insights into the complexity of finding a low cost formula for academic success in the tight budgetary times of the 21st century. This story serves as a model of what can be accomplished when a dedicated school staff commits its time, energy, and creativity to the needs of their students.

Community College Mathematics Brian Cafarella, 2022-06-29 This book explores the rich history of community college math with a specific focus on gatekeeper math classes. Gatekeeper math classes include courses such as college algebra, introduction to statistics, and all developmental math classes. For community colleges, successful completion of these classes is imperative for student retention. This book presents a decade by decade analysis of the history of community college mathematics. The author employs a mix of conceptual, empirical, and quantitative research. The empirical research stems from interviews with 30 community college faculty members from seven community colleges. From the 1970s to the pandemic in the early 2020s, the book explores math curricula as well as trends, initiatives, teaching practices, and mandates that have impacted community college math. The positives and negatives of such trends, initiatives, and mandates are presented along with suggestions on how to apply such knowledge going forward. The author addresses the key questions: How can we build a future model for community college gatekeeper math classes that is both successful and sustainable? Additionally, how can we learn from the past and the present to build such a model? This book will be ideal for students in graduate programs focusing on community college leadership or developmental education leadership as well as all those hoping to improve success rates in community college mathematics programs.

Algebra William G. McCallum, Eric Connally, Deborah Hughes-Hallett, 2014-11-25 Algebra Form and Function was designed based on the fundamental goal for a student to foster understanding of algebraic structure, that is, an understanding of how the arrangements of symbols allow us to predict, for example, the behavior of a function or the number of solutions to an equation. Mastering algebraic structure enables students to read algebraic expressions and equations in real life contexts, not just manipulate them, and to choose which form or which operation will best suit the context. It facilitates being able to translate back and forth between symbolic, graphical, numerical, and verbal representations. By balancing practice in manipulation and opportunities to see the big

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