

# UNIT 3 - LINEAR FUNCTIONS - STUDY GUIDE



## Translating the Parent Function

Parent Function:  $y = x$

- the number after the  $x$  is the  $y$  intercept
- changes the function UP or DOWN
- the number before the  $x$  (the slope) makes the line STEEPER (greater than 1) or LESS STEEP (less than 1)
- If the number before the  $x$  is NEGATIVE, the line will DECREASE



EX:  $y = -2x + 1$  will have the parent function 1 unit up, make it steeper, and will be decreasing

## Shapes to Graphing Lines

- What is slope-intercept form
- Identify the slope and  $y$  intercept
- plot the  $y$  intercept on the  $y$  axis
- use the formula slope =  $\frac{y_2 - y_1}{x_2 - x_1}$  to generate more points
- Up right, down or left

When graphing, make sure:

- To plot at least 2 points
- To connect your line with a straight edge
- To show arrows on both ends of your line
- That your line covers the entire graph
- To label

## Finding the Equation of a Line

Find two points  
 Find their slope ( $m$ )  
 Find the  $y$ -intercept ( $b$ )  
 Write the equation in slope-intercept form  
 EXAMPLE ABOVE:  $y = -\frac{3}{2}x + 12$



## Different Forms of a Line

Slope Intercept:  $y = mx + b$

$m$  = slope and  $b$  =  $y$ -intercept

Standard:  $ax + by = c$

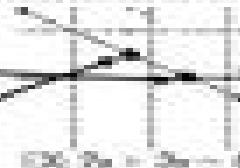
$a$ ,  $b$  and  $c$  are constants

Point-Slope:  $y - y_1 = m(x - x_1)$

$(x_1, y_1)$  is a point and  $m$  = slope

## Intercepts

- $x$ -intercept: the point where the line crosses the  $x$  axis (where  $y = 0$ )
- $y$ -intercept: the point where the line crosses the  $y$  axis (where  $x = 0$ )



The  $x$ -intercept is:

$$0x + 3y = 6$$

$$3y = 6$$

$$y = 2$$

The  $y$ -intercept is:

$$2x + 3y = 6$$

$$2x = 6$$

$$x = 3$$

## Slope/Average Rate of Change

To find the average rate of change you need TWO POINTS

The slope of a line:

$$m = \frac{\text{Change in } y}{\text{Change in } x}$$

$$\text{OR } m = \frac{y_2 - y_1}{x_2 - x_1}$$

$$m = \frac{\text{Change in } y}{\text{Change in } x}$$

$$\text{OR } m = \frac{y_2 - y_1}{x_2 - x_1}$$



EX: Find the slope of the line  $f(x) = \frac{1}{2}x - 7$

When in doubt, make a TABLE

EX: Find the slope of a line that passes through the points  $f(1) = 2$  and  $f(4) = -1$

$$\frac{f(4) - f(1)}{4 - 1} = \frac{-1 - 2}{4 - 1} = \frac{-3}{3} = -1$$

# Common Core Algebra Planning Guide

**Timothy D. Kanold**

## **Common Core Algebra Planning Guide:**

Common Core Mathematics in a PLC at Work®, Grades 3-5 Timothy D. Kanold,2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 3-5 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency    A Survival Guide for New Special Educators Bonnie S. Billingsley, Mary T. Brownell, Maya Israel, Margaret L. Kamman, 2013-04-01 What every special education teacher needs to know to survive and thrive A Survival Guide for New Special Educators provides relevant practical information for new special education teachers across a broad range of topic areas Drawing on the latest research on special educator effectiveness and retention this comprehensive go to resource addresses the most pressing needs of novice instructors resource teachers and inclusion specialists Offers research based classroom tested strategies for working with a variety of special needs students Covers everything from preparing for the new school year to behavior management customizing curriculum creating effective IEPs and more Billingsley and Brownell are noted experts in special educator training and support This highly practical book is filled with checklists forms and tools that special educators can use every day to help ensure that all special needs students get the rich rewarding education they deserve    Resources in Education ,1994    Mathematics Teacher Resource Handbook ,1993    Guides for Planning an Education at the University of Michigan University of Michigan,1953

**Research Bulletin** National Education Association of the United States. Research Division,1929    Research Bulletin ,1929    Prentice Hall Algebra Prentice Hall (School Division),Prentice-Hall, Inc,2004    **NEA Research Bulletin** ,1928

**State Curriculum Frameworks in Mathematics and Science** Rolf K. Blank, Ellen M. Pechman, 1995 A majority of states are now involved in developing revising and implementing state frameworks in mathematics science and other core subjects The Council of Chief State School Officers completed a one year study of 60 current state curriculum frameworks in mathematics and science The purposes of this study were to define and describe state mathematics and science curriculum frameworks evaluate the role of frameworks in systemic reform and assist states with development of new frameworks Chapters in this report reflect key aspects of the design of the study including 1 a survey of states to identify frameworks and collect information about state context 2 a content analysis of key elements of the frameworks using definitions and categories developed in the study and 3 a qualitative review of specific aspects of recent frameworks by teams of experts The value of frameworks is as follows one half of frameworks link content to teacher professional development frameworks can provide a rationale for use of technology and tools in classrooms frameworks can help explain an approach to systemic reform and frameworks can assist schools in evaluating curriculum organization and resources Appendices include Elements for Analyzing State Curriculum Frameworks Definitions of Categories and Concepts for Conceptual Mapping of State

Frameworks Questions for a Qualitative Analysis of State Frameworks in Mathematics and Science and Sample Vignettes Contains 34 references MKR *Common Core Standards for High School Mathematics* Amitra Schwols,Kathleen Dempsey,2012-11-14 Smart implementation of the Common Core State Standards requires both an overall understanding of the standards and a grasp of their implications for planning teaching and learning This Quick Start Guide provides a succinct all in one look at The structure terminology and emphases of the Common Core mathematics standards at the high school level including the areas that represent the most significant changes to business as usual The meaning of the individual content standards addressed by domain and cluster within all five conceptual categories Number and Quantity Algebra Functions Geometry and Statistics and Probability How the content standards practice standards and designated modeling standards connect across domains categories grade bands and traditional course boundaries to help students develop both deep conceptual understanding and functional real world application skills Here mathematics teachers and teacher leaders will find information they need to begin adapting their courses and practices to ensure all students master the new and challenging material the standards present and graduate ready for college or career A practical lesson planning process to use with the Common Core based on Classroom Instruction That Works 2nd Ed is included along with three sample lessons **LEARN THE ESSENTIALS OF THE COMMON CORE** The grade level and subject specific Quick Start Guides in the **Understanding the Common Core Standards** series edited by John Kendall are designed to help school leaders and school staffs turn Common Core standards into coherent content rich curriculum and effective classroom level lessons **Planning and Working Together** Michigan. Dept. of public instruction. State curriculum planning committee,1945 *Handbook of Applicable Mathematics: Analysis* Walter Ledermann,1982 V 1 Algebra v 2 Probability v 3 Numerical methods v 4 Analysis v 5 pt A B Combinatorics and geometry edited by Walter Ledermann and Steven Vajda v 6 pt A B Statistics edited by Emlyn Lloyd v 7 Supplement edited by Walter Ledermann et al v 8 Contents and general index *The Economic Institute Guide to Graduate Study in Economics and Agricultural Economics in the United States of America and Canada* ,1995 *Handbook of Applicable Mathematics, Statistics* Walter Ledermann,Emlyn Lloyd,1984-08-07 V 1 Algebra v 2 Probability v 3 Numerical methods v 4 Analysis v 5 pt A B Combinatorics and geometry edited by Walter Ledermann and Steven Vajda v 6 pt A B Statistics edited by Emlyn Lloyd v 7 Supplement edited by Walter Ledermann et al v 8 Contents and general index *An Introductory Guide to EC Competition Law and Practice* Valentine Korah,1994 *Resources in Education* ,1996 *The Development of a Junior-senior High School Program in a Relocation Center for People of Japanese Ancestry During the War with Japan* ... Jerome Thomas Light,1947 **A Splintered Vision** W.H. Schmidt,Curtis C. McKnight,S. Raizen,1997-02-28 A Splintered Vision An Investigation of U S Science and Mathematics Education is the US report on the curriculum analysis component of the Third International Mathematics and Science Study TIMSS which was sponsored by the International Association for the Evaluation of Educational Achievement IEA The report summarizes data from the TIMSS curriculum

analysis and integrates it with teacher questionnaire data from the US Japan and Germany on science and mathematics topic coverage and instructional practices The authors of A Splintered Vision discuss and provide evidence of the unfocused nature of US mathematics and science curricular intentions textbooks and teacher practices They offer the premise that producers of US textbooks and curriculum guides have attempted to answer calls for curricular reform by adding new content to already existing materials instead of devoting time to restructuring the materials The authors also suggest that US teachers inundated with a myriad of competing visions are attempting to cover all the topics they confront in their resource documents and to meet all the instructional demands placed on them by those with a stake in education In keeping with the incremental assembly line philosophy in American society US teachers also tend to lean toward a piecemeal approach to education The authors speculate on what such practices may mean for the mathematics and science achievement of US students The work is sure to spur discussion among educational researchers policy makers and others concerned about the future of mathematics and science education in the US

**Abstracts of Papers Presented to the American Mathematical Society** American Mathematical Society,2004

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