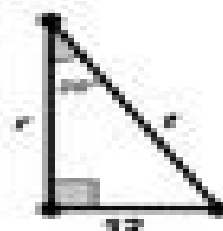


fully simplify all final answers and show all work to receive full credit. (4 pts per question)

1. Find the values of r and t .

- a) $r = 12$, $t = 12\sqrt{3}$
- b) $r = 24$, $t = 24\sqrt{3}$
- c) $r = 24$, $t = 12\sqrt{3}$
- d) $r = 12\sqrt{3}$, $t = 24$
- e) $r = 12$, $t = 24$

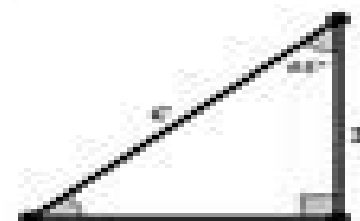
Answer: _____



2. Find the value of c .

- a) $c = 3$
- b) $c = 6$
- c) $c = 3\sqrt{3}$
- d) $c = \sqrt{3}$
- e) $c = 45$

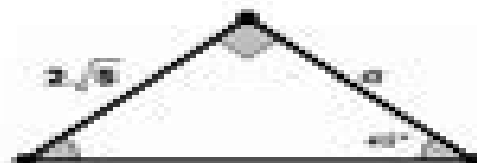
Answer: _____



3. Find the value of a .

- a) $a = 2$
- b) $a = 5$
- c) $a = 2\sqrt{3}$
- d) $a = 2\sqrt{10}$
- e) $a = 2\sqrt{5}$

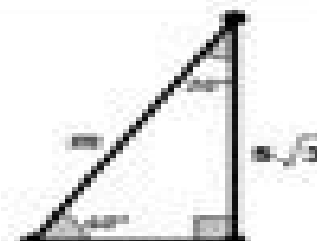
Answer: _____



4. Find the value of m .

- a) $m = 5$
- b) $m = 10$
- c) $m = 10\sqrt{3}$
- d) $m = 5\sqrt{3}$
- e) $m = 5\sqrt{2}$

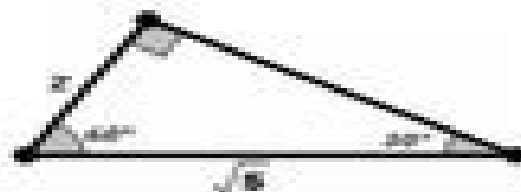
Answer: _____



5. Find the value of z .

- a) $z = \frac{\sqrt{3}}{2}$
- b) $z = \sqrt{15}$
- c) $z = 5\sqrt{3}$
- d) $z = \frac{1\sqrt{3}}{2}$
- e) $z = 3\sqrt{3}$

Answer: _____



6. Which of the following sets of numbers could be the side lengths of a 45-45-90 triangle?

- a) 4, 2, $2\sqrt{3}$
- b) 4, 4, $4\sqrt{2}$
- c) 5, $5\sqrt{2}$, $5\sqrt{3}$
- d) 2, 2, $2\sqrt{3}$
- e) 3, 4, 5

Answer: _____

7. Find the value of y .

- a) $y = 3\sqrt{2}$
- b) $y = 6\sqrt{2}$
- c) $y = 6$
- d) $y = 2\sqrt{6}$
- e) $y = 6\sqrt{3}$

Answer: _____



8. Which of the following is NOT a Pythagorean Triple?

- a) 3, 4, 5
- b) 5, 12, 13
- c) 5, 6, 7
- d) 6, 8, 10
- e) 10, 24, 26

Answer: _____

Unit 2 Right Triangles Trigonometry Performance Assessment

**United States. Congress. Senate.
Committee on Labor and Public
Welfare**

Unit 2 Right Triangles Trigonometry Performance Assessment:

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-03-09 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 sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards 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 The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the 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 A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9780367146511

Leading PLCs at Work® Districtwide Robert Eaker, Mike Hagadone, Janel Keating, Meagan Rhoades, 2021-01-25 Ensure your school district is doing the right work the right way for the right reasons With this resource as your guide you will learn how to align the work of every PLC team districtwide from the boardroom to the classroom Each chapter focuses on one of four types of teams and provides practices and tools for working together to foster a districtwide culture of continuous improvement Use this resource to align your district s work in

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Wathall,2016-01-14 Give math students the connections between what they learn and how they do math and suddenly math makes sense If your secondary school students are fearful of or frustrated by math it s time for a new approach When you teach concepts rather than rote processes you help students discover their own natural mathematical abilities This book is a road map to retooling how you teach math in a deep clear and meaningful way to help students achieve higher order thinking skills Jennifer Wathall shows you how to plan units engage students assess understanding incorporate technology and there s even a companion website with additional resources [Biomechanics For Dummies](#) Steve McCaw,2014-03-10 A thorough

explanation of the tenets of biomechanics At once a basic and applied science biomechanics focuses on the mechanical cause effect relationships that determine the motions of living organisms Biomechanics for Dummies examines the relationship between biological and mechanical worlds It clarifies a vital topic for students of biomechanics who work in a variety of fields including biological sciences exercise and sports science health sciences ergonomics and human factors and engineering and applied science Following the path of a traditional introductory course Biomechanics for Dummies covers the terminology and fundamentals of biomechanics bone joint and muscle composition and function motion analysis and control kinematics and kinetics fluid mechanics stress and strain applications of biomechanics and black and white medical illustrations Offers insights and expertise in biomechanics to provide an easy to follow jargon free guide to the subject Provides students who major in kinesiology neuroscience biomedical engineering mechanical engineering occupational therapy physical therapy physical education nutritional science and many other subjects with a basic knowledge of biomechanics Students and self motivated learners interested in biological applied exercise sports and health sciences should not be without this accessible guide to the fundamentals [The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services: Army](#)

American Council on Education,1980 [Interactive Mathematics Program](#) Daniel M. Fendel,Diane Resek,Lynne

Alper, Sherry Fraser, 1998 Consists of textbook and individual teacher's guides to each unit includes single chapter Solve it from textbook

Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K-12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6,000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

Integrated Curriculum H. Lynn Erickson, Association for Supervision and Curriculum Development, 2003

Results from the Sixth Mathematics Assessment of the National Assessment of Educational Progress Patricia Ann Kenney, Edward A. Silver, 1997 The National Assessment of Educational Progress NAEP provides data about what children know and can do with the goal of using this information to improve education This book contains interpretive reports based on results from the mathematics assessments conducted by the NAEP regarding 1 the cognitive performance of students at grades 4, 8, and 12 on multiple choice regular constructed response and extended constructed response items 2 students' responses to a variety of background questions dealing with their beliefs and feelings toward mathematics and their participation in various forms of classroom activity and 3 teachers' responses to various background questions dealing with the nature of their mathematics instruction The results are summarized for the different grade levels and subgroups of students by gender and race/ethnicity Chapters include 1 Learning about NAEP Information Concerning the Sixth Mathematics Assessment Patricia Ann Kenney 2 NAEP Mathematics 1990-1992 The National Trial State and Trend Assessments John A. Dossey and Ina V. S. Mullis 3 NAEP Findings Regarding Race Ethnicity and Gender Affective Issues Mathematics Performance and Instructional Context Edward A. Silver Marilyn E. Strutchens and Judith S. Zawojewski 4 NAEP Findings Regarding the Preparation and Classroom Practices of Mathematics Teachers Mary Montgomery Lindquist 5 What Do Students Know about Numbers and Operations Vicky L. Kouba Judith S. Zawojewski and Marilyn E. Strutchens 6 What Do Students Know about Measurement Patricia Ann Kenney and Vicky L. Kouba 7 What Do Students Know about Geometry Marilyn E. Strutchens and Glendon W. Blume 8 What Do Students Know about Data Analysis Statistics and Probability Judith S. Zawojewski and David S. Heckman 9 What Do Students Know about Algebra and Functions Glendon W. Blume and David S. Heckman and 10 Learning from NAEP Looking Back and Looking Ahead Edward A. Silver JRH

SAT Math Workbook: Up-to-Date Practice for the Digital Exam Barron's Educational Series, Lawrence S. Leff, 2024-08-06 This is an intensive preparation for the SAT math sections It includes an overview of the digital SAT including a breakdown of the sections and how to prepare for exam day

State Educational Records and

Report Series ,1970 *Standard Terminology for Curriculum and Instruction in Local and State School Systems* John Fay Putnam,W. Dale Chismore,1970 *OE [publication]* United States. Office of Education,1970 *Acquisition of Complex Arithmetic Skills and Higher-Order Mathematics Concepts* David C. Geary,Daniel B. Berch,Robert Ochsendorf,Kathleen Mann Koepke,2017-08-01 Acquisition of Complex Arithmetic Skills and Higher Order Mathematics Concepts focuses on typical and atypical learning of complex arithmetic skills and higher order math concepts As part of the series Mathematical Cognition and Learning this volume covers recent advances in the understanding of children s developing competencies with whole number arithmetic fractions and rational numbers Each chapter covers these topics from multiple perspectives including genetic disorders cognition instruction and neural networks Covers innovative measures and recent methodological advances in mathematical thinking and learning Contains contributions that improve instruction and education in these domains Informs policy aimed at increasing the level of mathematical proficiency in the general public *Resources in Education* ,1980 *The Macmillan Guide to Correspondence Study* Modoc Press,1996 **Studies of the Aged and Aging: and Suppl. Employment. 2 v** United States. Congress. Senate. Committee on Labor and Public Welfare,1957 **The Journal of Industrial and Engineering Chemistry** ,1922

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