

Name: Key

Unit 4: Solving Quadratic Equations

Date: _____ Bell: _____

Homework 7: The Quadratic Formula

**** This is a 2-page document! ******Directions:** Solve each equation by the quadratic formula.

1. $x^2 + 12x - 8 = 0$

$a = 1$

$b = 12$

$c = -8$

$$x = \frac{-12 \pm \sqrt{(12)^2 - 4(1)(-8)}}{2(1)}$$

$$x = \frac{-12 \pm \sqrt{144 + 32}}{2}$$

$$x = \frac{-12 \pm \sqrt{176}}{2} < \frac{\sqrt{16}}{\sqrt{11}}$$

$$x = \frac{-12 \pm 4\sqrt{11}}{2}$$

$$x = \{-6 \pm 2\sqrt{11}\}$$

3. $-x^2 + 5x - 6 = 2$

$-x^2 + 5x - 8 = 0$

$a = -1$

$b = 5$

$c = -8$

$$x = \frac{-5 \pm \sqrt{(5)^2 - 4(-1)(-8)}}{2(-1)}$$

$$x = \frac{-5 \pm \sqrt{25 - 32}}{-2}$$

$$x = \frac{-5 \pm \sqrt{-7}}{-2}$$

$$x = \frac{-5 \pm i\sqrt{7}}{-2}$$

$$x = \left\{ \frac{5 \pm i\sqrt{7}}{2} \right\}$$

5. $8x^2 + 15x = 7x - 4$

$8x^2 + 8x + 4 = 0$

$a = 8$

$b = 8$

$c = 4$

$$x = \frac{-8 \pm \sqrt{(8)^2 - 4(8)(4)}}{2(8)}$$

$$x = \frac{-8 \pm \sqrt{64 - 128}}{16}$$

$$x = \frac{-8 \pm \sqrt{-64}}{16}$$

$$x = \frac{-8 \pm 8i}{16}$$

$$x = \left\{ \frac{-1 \pm i}{2} \right\}$$

2. $-2x^2 + 7x = 3$

$-2x^2 + 7x - 3 = 0$

$a = -2$

$b = 7$

$c = -3$

$$x = \frac{-7 \pm \sqrt{(7)^2 - 4(-2)(-3)}}{2(-2)}$$

$$x = \frac{-7 \pm \sqrt{49 - 24}}{-4}$$

$$x = \frac{-7 \pm \sqrt{25}}{-4}$$

$$x = \frac{-7 \pm 5}{-4} \rightarrow \frac{-2}{-4} = \frac{1}{2}$$

$$\rightarrow \frac{-12}{-4} = 3$$

$$x = \left\{ \frac{1}{2}, 3 \right\}$$

4. $13x^2 - 16x = x^2 - x$

$12x^2 - 15x = 0$

$a = 12$

$b = -15$

$c = 0$

$$x = \frac{15 \pm \sqrt{(-15)^2 - 4(12)(0)}}{2(12)}$$

$$x = \frac{15 \pm \sqrt{225 - 0}}{24}$$

$$x = \frac{15 \pm \sqrt{225}}{24}$$

$$x = \frac{15 \pm 15}{24} \rightarrow \frac{30}{24} = \frac{5}{4}$$

$$\rightarrow \frac{0}{24} = 0$$

$$x = \left\{ 0, \frac{5}{4} \right\}$$

6. $-x^2 + 18 = 93$

$-x^2 - 75 = 0$

$a = -1$

$b = 0$

$c = -75$

$$x = \frac{0 \pm \sqrt{(0)^2 - 4(-1)(-75)}}{2(-1)}$$

$$x = \frac{0 \pm \sqrt{0 - 300}}{-2}$$

$$x = \frac{\pm \sqrt{-300}}{2} < \frac{i\sqrt{100}}{\sqrt{3}}$$

$$x = \frac{\pm 10i\sqrt{3}}{2}$$

$$x = \left\{ \pm 5i\sqrt{3} \right\}$$

Solving For All Unit Lesson Key

Emily Hollett, Anna Cassalia

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the authors' names.

Solving For All Unit Lesson Key:

Solving Problems and Handling Data David Clemson, Wendy Clemson, 2002 Maths Action Plans is a series of four books for Years 4 6 P5 7 offering flexible supportive teacher and pupil resources and coherent coverage of the five strands of the Framework for Teaching Mathematics The series provides inspiring flexible activities that can be fitted into any maths scheme Each title contains clear learning objectives linked to the Framework for Teaching Maths the National Curriculum Programme of Study and the 5 14 National Guidelines for Mathematics lesson plans with up to three levels of differentiation supplementary activities for consolidation or linked work and suggestions for the application of ICT skills Secondary Maths in Action Emma McCrea, 2025-07-11 In Secondary Maths in Action experienced curriculum expert and maths teacher Emma McCrea offers insights into the complex task of teaching maths Taking an evidence informed stance Emma first explores the age old question of why we study maths and the important role it plays in our lives and in society Next she examines several pertinent debates in maths those of pupil grouping mastery and gender Finally we are taken on a grand tour of curriculum pedagogy and assessment as the fundamental pillars of great teaching Additionally the book includes four rich case studies revisited throughout the curriculum pedagogy and assessment chapters which help to showcase how these ideas can be applied in various contexts so you can really see what it all looks like In Action **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 *IJER Vol 3-N4 International Journal of Educational Reform, 1994-10-01* The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world Math Trailblazers 2E G3 Teacher Implementation Guide TIMS Project, 2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover

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