

9. Add.

$$\frac{4}{z^2} + \frac{6}{z} = \frac{4}{z^2} + \frac{6(z)}{z(z)} = \frac{4}{z^2} + \frac{6z}{z^2} = \frac{6z+4}{z^2} = \boxed{\frac{2(3z+2)}{z^2}}$$

10. Subtract.

$$\frac{3t}{t+6} - \frac{4t}{6+t} = \frac{3t}{t+6} - \frac{4t}{t+6} = \boxed{\frac{-t}{t+6}}$$

11. Simplify.

$$\frac{3x+5}{9x^2-25} - \frac{15x}{25x-15x^2} = \frac{3x+5}{(3x+5)(3x-5)} - \frac{15x}{-5x(3x-5)} = \frac{1}{(3x-5)} + \frac{3}{(3x-5)} = \boxed{\frac{4}{3x-5}}$$

12. Simplify.

$$\frac{\frac{2}{t} + \frac{3}{t^2}}{\frac{5}{t^2} + \frac{1}{t}} = \frac{\left(\frac{2}{t} + \frac{3}{t^2}\right)t^2}{\left(\frac{5}{t^2} + \frac{1}{t}\right)t^2} = \frac{\frac{2t^2}{t} + \frac{3t^2}{t^2}}{\frac{5t^2}{t^2} + \frac{t^2}{t}} = \frac{2t + 3}{5 + t} = \boxed{\frac{2t+3}{t+5}}$$

13. Solve and check for extraneous answers.

$$\frac{x+24}{x} = \frac{x}{4}$$

$$4x+96=x^2$$

$$0=x^2-4x-96$$

$$(x-12)(x+8)$$

$$x=12 \quad x=-8$$

✓

$$\frac{x+24}{x} = \frac{x}{4}$$

$$\frac{12+24}{12} = \frac{12}{4}$$

$$\frac{36}{12} = \frac{12}{4}$$

$$3 = 3$$

$$\boxed{x=12}$$

$$\frac{x+24}{x} = \frac{x}{4}$$

$$\frac{-8+24}{-8} = \frac{-8}{4}$$

$$\frac{16}{-8} = \frac{-8}{4}$$

$$-2 = -2$$

$$\boxed{x=-8}$$

14. Solve and check for extraneous answers.

$$\left(\frac{3t}{(t-5)(t+4)} = -\frac{6t}{(t-5)(t+4)(t+2)}\right) (t-5)(t+4)(t+2)$$

$$\frac{3t(t+2)}{(t-5)(t+4)(t+2)} = -\frac{6t(t+4)}{(t-5)(t+4)(t+2)}$$

$$\frac{3t}{t^2-t-20} = -\frac{6t}{t^2-7t+10}$$

$$3t^2-6t = -6t^2-24t$$

$$9t^2+18t = 0$$

$$9t(t+2) = 0$$

$$\frac{9t=0}{t=0} \quad \frac{t+2=0}{t=-2}$$

15. Graph. Include asymptotes.

$$g(x) = \frac{1}{x-3}$$

$$x-3 \neq 0$$

$$x \neq 3$$

$$y \neq 0$$



16. State the domain and range.

$$f(x) = \frac{1}{x-4} + 5$$

$$D = \{x \mid x \neq 4\}$$

$$R = \{y \mid y \neq 5\}$$

17. State the domain and range.

$$f(x) = -\frac{3}{x} - 3$$

$$D = \{x \mid x \neq 0\}$$

$$R = \{y \mid y \neq -3\}$$

18. Identify asymptotes and x and y intercepts.

$$f(x) = \frac{x}{x-5}$$

$$P(x) \rightarrow x=0$$

$$Q(x) \rightarrow x=5$$

$$\boxed{VA=5}$$

$P(x)$ & $Q(x)$ have same power

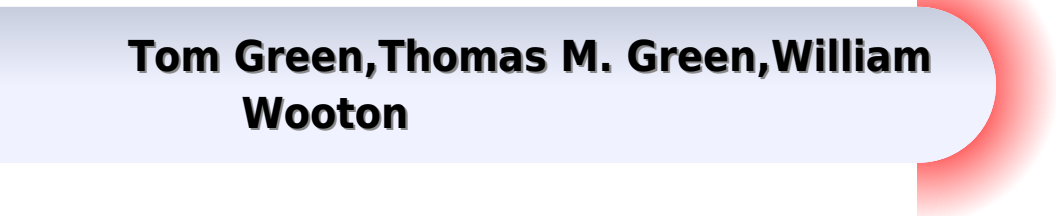
$$\therefore HA = \frac{1}{1} = 1$$

$$\left. \begin{array}{l} x\text{-intercept } (0,0) \\ y\text{-intercept } (0,0) \end{array} \right\}$$

$$f(x) = \frac{0}{0-5} = \frac{0}{-5} = 0$$

Algebra 2 Midterm Practice Test Answers

**Tom Green, Thomas M. Green, William
Wooton**



Algebra 2 Midterm Practice Test Answers:

MASS Selecta Svetlana Katok, A. B. Sossinsky, Serge Tabachnikov, This book results from a unique and innovative program at Pennsylvania State University Under the program the best of the best students nationwide are chosen to study challenging mathematical areas under the guidance of experienced mathematicians This program Mathematics Advanced Study Semesters MASS offers an unparalleled opportunity for talented undergraduate students who are serious in the pursuit of mathematical knowledge This volume represents various aspects of the MASS program over its six year existence including core courses summer courses students research and colloquium talks The book is most appropriate for college professors of mathematics who work with bright and eager undergraduate and beginning graduate students for such students who want to expand their mathematical horizons and for everyone who loves mathematics and wants to learn more interesting and unusual material The first half of the book contains lecture notes of nonstandard courses A text for a semester long course on p adic analysis is centered around contrasts and similarities with its real counterpart A shorter text focuses on a classical area of interplay between geometry algebra and number theory continued fractions hyperbolic geometry and quadratic forms Also provided are detailed descriptions of two innovative courses one on geometry and the other on classical mechanics These notes constitute what one may call the skeleton of a course leaving the instructor ample room for innovation and improvisation The second half of the book contains a large collection of essays on a broad spectrum of exciting topics from Hilbert's Fourth Problem to geometric inequalities and minimal surfaces from mathematical billiards to fractals and tilings from unprovable theorems to the classification of finite simple groups and lexicographic codes

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Stewart, 2009-05 A guide to preparing for the Graduate Record Exam providing test taking advice a diagnostic test reviews of verbal acuity math and analytical writing and nine practice exams with answers and explanations as well as a CD ROM with additional resources

The Imperfect and Unfinished Math Teacher [Grades K-12] Chase Orton, 2022-02-24 The system won't do it for us But we have each other In *The Imperfect and Unfinished Math Teacher* A Journey to Reclaim Our Professional Growth master storyteller Chase Orton offers a vulnerable and courageous grassroots guide that leads K 12 math teachers through a journey to cultivate a more equitable inclusive and cohesive culture of professionalism for themselves what he calls professional flourishing The book builds from two bold premises First that as educators we are all naturally imperfect and unfinished and growth should be our constant goal Second that the last 40 years of top down PD efforts in mathematics have rarely supplied teachers with what they need to equitably grow their practice and foster classrooms that are likewise empowered inclusive and cohesive With gentle humanity this book inspires teachers to break down silos observe each others classrooms interrogate their own biases and put students at the center of everything they do in the math classroom This book Weaves raw and authentic stories both personal and those from other educators into a relatable and validating narrative Offers interactive opportunities to self reflect build relationships seek new vantage on our teaching by observing others classrooms and students and share and listen to other s stories and experiences Asks teachers to give and accept grace as they work collaboratively to better themselves and the system from within so that they can truly serve each of their students authentically and equitably Implementing the beliefs and actions in this book will position teachers to become more active partners in each other s professional growth so that they can navigate the obstacles in their professional landscape with renewed focus and a greater sense of individual and collective efficacy It equips teachers and by extension their students to chart their own course and author their own equitable and joyful mathematical and professional stories

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Functions Two practice tests with answers and explanations to every test question round out this book Intermediate Algebra Carol Lee Johnston, Alden T. Willis, Jeanne Lazaris, 1988

Exploring Mathematics with CAS Assistance Lydia S. Novozhilova, Robert D. Dolan, 2022-11-08 Exploring Mathematics with CAS Assistance is designed as a textbook for an innovative mathematics major course in using a computer algebra system CAS to investigate explore and apply mathematical ideas and techniques in problem solving The book is designed modularly with student investigations and projects in number theory geometry algebra single variable calculus and probability The goal is to provoke an inquiry mindset in students and to arm them with the CAS tools to investigate low entry open ended questions in a variety of mathematical arenas Because of the modular design the individual chapters could also be used selectively to design student projects in a number of upper division mathematics courses These projects could in fact lead into undergraduate research projects The existence of powerful computer algebra systems has changed the way mathematicians perform research this book enables instructors to put some of those new methods and approaches into their undergraduate instruction Prerequisites include a basic working knowledge of discrete mathematics and single variable calculus Programming experience and some basic familiarity with elementary probability and statistics are beneficial but not required The book takes a software agnostic approach and emphasizes algorithmic structure of solution methods by systematically providing their step by step verbal descriptions or suitable pseudocode that can be implemented in any CAS Here is a possible addition to the book description about this new information The code templates for the labs from the book are now available on the github an AI powered developer platform for sharing codes A user can find the Jupyter Notebooks with the labs in the repository https://github.com/LidaUrazhdina/LabTemplates_for_Math_with_CAS Here is a possible addition to the book description about this new information The code templates for the labs from the book are now available on the github an AI powered developer platform for sharing codes A user can find the Jupyter Notebooks with the labs in the repository https://github.com/LidaUrazhdina/LabTemplates_for_Math_with_CAS

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United States Air Force Academy United States Air Force Academy, 1974

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Artificial Intelligence in Education Andrew M. Olney, Irene-Angelica Chounta, Zitao Liu, Olga C. Santos, Ig Ibert

Bittencourt,2024-07-01 This book constitutes the refereed proceedings of the 25th International Conference on Artificial Intelligence in Education AIED 2024 held in Recife Brazil in July 8 12 2024 Proceedings The 49 full papers and 27 short papers presented in this book were carefully reviewed and selected from 334 submissions The papers present result in high quality research on intelligent systems and the cognitive sciences for the improvement and advancement of education

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