

Chapter 9 Study Guide

1. Know the Distance Formula and the Midpoint Formula.

Example Problems:

- Find the distance and the midpoint between points $P(-3, 1)$ and $Q(7, 5)$.
- Find the distance and the midpoint between $(3, 7)$, (5) and $(8, -6)$.

2. Know the formula for a circle and how to apply it.

Example Problems:

- Find an equation of the circle with center $(3, -4)$ and radius 5.
- Find the center and radius of the circle $x^2 + y^2 - 6x + 8y + 4 = 0$. Then graph.
- A circle with center at the origin is translated four units to the left and 5 units up. What is the new center of the circle?

Remember that some circles have no solution. (Look back at your notes to remember a case like this.)

3. Know the formulas for a parabola (both orientations) and how to apply them.

Example Problems:

- A parabola has focus $(3, 0)$ and directrix $y = 3$. Find its vertex and state the equation.
- Find the axis, vertex, focus, and directrix of the parabola $x^2 - 2x + 2y + 5 = 0$. Sketch the parabola.
- Find an equation of the parabola that has vertex $(3, 0)$ and focus $(3, -5)$.

4. Know the formulas for an ellipse (both orientations) and how to apply them.

Example Problems:

- Given the x - and y -intercepts and find the foci of the ellipse $6x^2 + 4y^2 = 24$. Sketch the ellipse.
- Graph the ellipse $x^2 + 4y^2 = 16$ and find the foci.

5. Know the formulas for a hyperbola (both orientations) and how to apply them.

Example Problems:

- For the hyperbola $16x^2 - 9y^2 = 144$, sketch the graph, showing asymptotes as dashed lines. Also find the foci.
- Graph the parabola $x^2 + 6x^2 + 4 = 0$. Show asymptotes and find the foci.

6. Know how to identify a conic based on a general equation and know how to find the equations for and graph a conic section whose center is (h, k) and not $(0, 0)$.

Example Problems:

- Identify the conic. Then, find its center and foci, and graph. $4x^2 + 9y^2 = 36x + 24y + 12 = 0$
- Identify the conic, find its center and foci, then graph. $10x^2 - 8y^2 + 64x + 24y + 199 = 0$.

7. Know how to solve a system of three equations with three variables.

Example Problems:

- | | |
|---|---|
| <ol style="list-style-type: none">$x + y + 3z = 20$
$y + z = 12$
$z = 4$ | <ol style="list-style-type: none">$2x + y + 3z = 10$
$x + 3y + z = 10$
$-6x + 8y + 3z = 5$ |
|---|---|

Quality Core Algebra 2 Questions

Harald Martens, M. Martens



Quality Core Algebra 2 Questions:

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Resources in Education ,1998 Advances in Conceptual Modeling - Theory and Practice John F.

Roddick,2006-10-24 This book constitutes the refereed joint proceedings of seven international workshops held in conjunction with the 25th International Conference on Conceptual Modeling ER 2006 in Tucson AZ USA in November 2006 The 39 revised full papers presented together with the outlines of three tutorials were carefully reviewed and selected from 95 submissions *Basic Data Elements for Elementary and Secondary Education Information Systems ,1997* Since the creation of the National Cooperative Educational Statistics System in 1988 states have joined with the National Center for Education Statistics to produce and maintain comparable and uniform education statistics Through the National Forum on Education Statistics states have met to develop and propose a set of basic data elements for voluntary use Using these data elements will provide more comparable and reliable education information for any educational system adopting the common terminology The basic data elements will not meet every education information purpose but a set of basic data elements should help answer the most frequently asked questions about the administration status quality operation and performance of schools and school systems This report presents a process for selecting and including new data elements in an information system and the student and staff elements that can be used to create information for conducting the day to day administration of schools and school districts completing federal and state reports and creating indicators that address questions about the success and functioning of education systems The basic data elements selected for student information systems are grouped into categories of 1 personal information 2 enrollment 3 school participation and activities 4 assessment 5 transportation 6 health conditions special program participation and student support services and 7 discipline Similar elements defined for staff information systems include personal information educational background qualification information current employment assignments and information on career development and separation from employment An appendix contains discussions of policy questions indicators and basic data elements SLD Quality Control: Principles, Practice and Administration Armand Vallin Feigenbaum,1951 **Official Gazette** Philippines,2012 *Christian Home Educators' Curriculum Manual* Cathy Duffy,1995-07 Cathy Duffy draws upon her many years of home education experience both in teaching and researching curriculum to bring us the most thorough and useful book available on teaching teenagers at home *Application of Intelligent Systems in Multi-modal Information Analytics* Vijayan Sugumaran,Zheng Xu,Shankar P.,Huiyu Zhou,2019-03-29 This book presents the proceedings of the 2019 International Conference on Intelligent Systems Applications in Multi modal Information Analytics held in Shenyang China on February 19 20 2019 It provides comprehensive coverage of the latest advances and trends in information technology science and engineering addressing a number of broad themes including data mining multi modal informatics agent based and multi agent systems for health and education informatics which inspire the development of intelligent information technologies The contributions cover a wide range of topics AI applications and innovations in health and education informatics data and knowledge management multi modal

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Contemporary Curriculum John D. McNeil, 2014-11-17 The Eighth Edition of Contemporary Curriculum In Thought and Action prepares readers to participate in the discussion of curriculum control and other matters important to K 12 and university educators The text highlights major philosophies and principles examines conflicting conceptions of curriculum and provides the intellectual and technical tools educators and administrators need for constructing and implementing curriculum

Community College of the Air Force United States. Air Force Department, 1973

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