

11. Given the following information: $g(5) = -4$, $g'(2) = 8$, $g'(8) = 3$, $g'(0) = 8$, $h(5) = 9$, $h'(5) = 2$, and $f(x) = g(h(x))$, find the value of $f'(5)$:

(A) -4 (B) 8 (C) 4 (D) -4 (E) 8

12. Given the function defined by: $f(x) = 3x^2 + 20x^3$, find all the values of x , for which the graph of f is concave up.

(A) $x < 0$ (B) $-\sqrt{2} < x < 0$ or $x > \sqrt{2}$ (C) $-2 < x < 0$ or $x > 2$
(D) $x > \sqrt{2}$ (E) $-2 < x < 2$

13. Find the slope of the tangent line of $xy^2 + 2y + 4y^2 = 4$ at the point where $y = 1$.

(A) $-\frac{1}{18}$ (B) $-\frac{1}{28}$ (C) $\frac{5}{18}$ (D) $-\frac{13}{18}$ (E) 2

14. The function f is continuous on the closed interval $[-8, 10]$ and has values as shown in the table below. What is the approximation of $\int_{-8}^{10} f(x)dx$ using a Right Riemann Sum?

x	-8	0	2	7	10
$f(x)$	5	20	15	20	30

(A) 120 (B) 140 (C) 160 (D) 200 (E) 240

15. $\int (2x + 7)^5 dx =$

(A) $\frac{(2x+7)^6}{6} + C$ (B) $\frac{2x+7}{6} + C$ (C) $\frac{(2x+7)^6}{6} + C$ (D) $\frac{2x+7}{6} + C$ (E) $6x^6 + 7x^7 + C$

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Duane Hinders



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showcase how teachers can be engaged in authoritative equity based research using comparative education theory inquiry based pedagogy and the UNESCO SDGs as powerful frameworks By developing agency to advance culturally sustaining and humanizing practices it demonstrates how teachers can promote equity in their classrooms and communities The central premise of the program is that teachers must become comparative global and local action researchers to have agency in their practice and to become effective advocates for the cultural and learning needs of their students especially those in disadvantaged contexts or learning at the bottom of the pyramid By learning comparative framing and social science methods reviewing the literature to select verifiable educational research and developing and implementing a plan for action research this book offers new ideas for how teachers can effectively respond to recent UNESCO calls to reimagine and create promising futures locally By providing formative and summative evidence of culturally and socially transformative learning and showcasing how teacher educators can engage teachers in authoritative justice inquiry based research this book will appeal to scholars faculty and researchers of comparative education and teacher education and development

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