



MATH 9

LESSON 1

Lesson 1: Quadratic Equations

- A second degree equation
- Its variable is being squared
- Its highest exponent should be 2

Equation vs Expression

$$4x + 1 = 3x$$

Identifying a,b,c

standard : $ax^2 + bx + c = 0$
 $a = 1$ $b = 1$ $c = 1$

Additional terms

MPE - Multiplication Property of Equality
transpose/transposition - tumalon ng equal sign
like terms - magkatulad ng type sa isang equation
cross multiplication - ginagamit kapag fraction ang given
leading term - first term ng expression, should be positive

Lesson 2: Solving quadratic equations by extracting the square roots

- One of the ways to solve a quadratic equation.
- Equations in the form of $ax^2 = c$ can be solved

NOTE

Expression should be in $ax^2 = c$
 before squaring it.
 If the a on ax^2 has value,
 transpose, divide by itself.

how to?

$$h^2 = 144$$

$$\sqrt{h} = \sqrt{144}$$

$$h = \pm 12$$

$$9r^2 - 81 = 0$$

$$9r^2 = 81$$

$$\sqrt{9r^2} = \sqrt{81}$$

$$3r = \pm 9$$

$$3r = \pm 9$$

$$\frac{3}{3} = \frac{9}{3}$$

$$r = \pm 3$$

$$(5x - 14)^2 - 36 = 0$$

$$(5x - 14)^2 = 36$$

$$\sqrt{(5x - 14)^2} = \sqrt{36}$$

$$5x - 14 = \pm 6$$

$$5x = 14 \pm 6$$

$$\frac{5x}{5} = \frac{14 \pm 6}{5}$$

$$x = \frac{20}{5} \quad x = \frac{8}{5}$$

$$x = 4 \quad x = \frac{8}{5}$$

Lesson 3: Solving quadratic equations by factoring

- One of the ways to solve a quadratic equation.
- Important theorem used here is **Zero Product Theorem**.
- nag-aadd ng " $= 0$ "

Remember:

1. distribute first term which is " c^2 "
2. find 2 factors na kapag minultiply mo ay yung constant ang sagot tapos kapag pinilus mo ay yung second term yung sagot.
3. apply zero product theorem n simplify

$$c^2 - 4c + 3$$

$$(c - 1)(c - 3)$$

$$c - 1 = 0 ; c - 3 = 0$$

$$c = 1 ; c = 3$$

$$2a^2 + 5a + 2$$

$$(2a + 1)(a + 2)$$

$$4a + a = 5a$$

$$2a + 1 = 0 ; a + 2 = 0$$

$$2a = -1 ; a = -2$$

$$\frac{2a}{2} = \frac{-1}{2}$$

$$a = \frac{-1}{2} ; a = -2$$



1. same process sa taas pero kukunin mo lang yung factors ng constant, hindi sa kasama yung second term.
2. after u got the factors, multiply outer and inner and then add both, second term should be the answer.
3. after u got the factors and the a on ax has value, divide by itself and simplify.

Lesson 4: Solving quadratic equations by completing the square

Perfect Square Trinomials - trinomials which are products of two the same binomials [square of a binomial]. Binomial x binomial.

$$x^2 + 4x + 4 \text{ becomes } (x+2)(x+2) \text{ or } (x+2)^2$$

$$2^2 = 4 \quad 5^2 = 25 \quad 3^2 = 9$$

Remember:

1. transpose if may " $= 0$ "sa equation.
2. divide by 2 and squared the 2nd term.
3. simplify then find two factors of "
4. find the square root of both equation.
5. simplify and double check the signs. (if the a on ax^2 has value, divide all 3 terms to the value of a and proceed to the process above. example sa baba!!)

Mathematics Term4 Grade2014

Hari Mohan Krishnatrey



Mathematics Term4 Grade2014:

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"Code of Massachusetts regulations, 2014" ,2014 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

Linguistic Influences on Mathematical Cognition Ann Dowker,Hans-Christoph Nuerk,2017-06-16 For many years an abstract amodal semantic magnitude representation largely independent of verbal linguistic representations has been viewed as the core numerical or mathematical representation This assumption has been substantially challenged in recent years Linguistic properties affect not only verbal representations of numbers but also numerical magnitude representation spatial magnitude representations calculation parity representation place value representation and even early number acquisition Thus we postulate that numerical and arithmetic processing are not fully independent of linguistic processing This is not to say that in patients magnitude processing cannot function independently of linguistic processing we just suppose these functions are connected in the functioning brain So far much research about linguistic influences on numerical cognition has simply demonstrated that language influences number without investigating the level at which a particular language influence operates After an overview we present new findings on language influences on seven language levels Conceptual Conceptual properties of language Syntactic The grammatical structure of languages beyond the word level influences Semantic The semantic meaning or existence of words Lexical The lexical composition of words in particular number words Visuo spatial orthographic Orthographic properties such as the writing reading direction of a language Phonological Phonological phonetic properties of languages Other language related skills Verbal working memory and other cognitive skills related to language representations We hope that this book provides a new and structured overview on the exciting influences of linguistic processing on numerical cognition at almost all levels of language processing

The Condition of Education 2016 Education Department,2016-12-05 The Condition of Education 2016 summarizes important developments and trends in education using the latest available data The report presents 42 indicators on the status and condition of education The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available In addition 3 spotlight indicators are featured that describe selected issues of current policy interest

The Indian National Bibliography ,2018-04 *American Journal of Mathematics* ,1885 The American Journal of Mathematics publishes research papers and articles of broad appeal covering the major areas of contemporary mathematics

The Annual Condition of Education Report ,2015 NCLB at the Crossroads Michael A. Rebell,Jessica R. Wolff,2009 The editors of this book bring together the nation s leading researchers

and thinkers in the field of educational equity to provide a range of provocative critiques that go well beyond what has already been said on the subject of No Child Left Behind This book puts aside political rhetoric and quick fix solutions to tackle the difficult questions about how to ensure meaningful educational opportunities for all children Book cover

Annual Performance Plan Mpumalanga (South Africa). Department of Education,2016 **Elementary and Middle School Mathematics** John A. Van de Walle,2007 This leading K 8 math methods book has the most coverage of the NCTM standards the strongest coverage of middle school mathematics and the highest student approval of any math methods book currently available Elementary and Middle School Mathematics provides an unparalleled depth of ideas and discussion to help readers develop a real understanding of the mathematics they teach John Van de Walle one of the foremost experts on how children learn mathematics finds that 80 percent of the students who purchase this book keep it for reference when they begin their professional teaching careers This book reflects the NCTM Principles and Standards and the benefits of constructivist or student centered mathematics instruction Improvements for the sixth edition include sections on planning for a diverse classroom and a completely new section addressing planning in a classroom where there are English language learners **Education** Cengage Gale,2010-04-09 The Information Plus Reference Series provides statistical data on 32 of today s most controversial and most studied social issues Each Information Plus title is a compilation of current and historical statistics with analysis on aspects of one contemporary social issue such as abortion capital punishment and genetic engineering Each title is divided into chapters that are devoted to a particular topic The text provides a clear and comprehensive summary of up to date research on the topic and is interspersed with the statistical tables charts and graphs Each table is directly referred to and carefully explained in the text **Indian National Bibliography** B. S. Kesavan,2017-05 Holding NCLB Accountable Gail L. Sunderman,2008 This text offers valuable information for understanding the intent of NCLB the positive effects of the legislation the shortcomings of NCLB as currently authorized and specific recommendations for improvements Dolores Gribouski PrincipalColumbus Park Elementary School Worcester MA A provocative examination of NCLB and how it can be improved The pending reauthorization of the No Child Left Behind Act NCLB has generated a spirited debate among educators In this volume a team of noted education scholars assess NCLB s performance based system and the challenges of improving NCLB in order to meet the goals of the law This edited resource by Gail L Sunderman provides a comprehensive evaluation of NCLB and discusses options for modifying the legislation With contributions from Gary Orfield Linda Darling Hammond Catherine Snow Robert Linn and Daniel Koretz among others Holding NCLB Accountable examines the themes of capacity accountability school reform and the law s impact on educating all students especially those from low income and diverse backgrounds This groundbreaking work assesses the efficacy of NCLB test based accountability and responds to critical questions such as How do we develop assessments and accountability systems that assist rather than interfere with educational progress How do we promote change without being

counterproductive How do we create a viable educational agenda that is mindful of state and local capacity Presenting a range of perspectives the contributors identify how to revise NCLB in ways that will mitigate the negative aspects of the law and promote the conditions necessary for meaningful student learning *Medium Term Expenditure Framework Namibia,*

Education Sandra M. Alters, 2008 Contains facts tables charts and statistics that provide current and historical information on several aspects of and issues in education including special school populations students at risk teachers elementary and secondary schools colleges and universities national policies for improvement testing and public opinion

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