

1. Simplify. Omit restrictions.

a.  $\frac{(-xy)^7}{xy^7}$

$$\frac{-x^7y^7}{xy^7} = -x^6$$

d.  $\frac{(5p^3 - 6)^2}{(5p^3)^2 - 2(5p^3)(6) + (6)^2}$  DST

$$25p^6 - 60p^3 + 36$$

b.  $\frac{8a^2b - 12ab^2 + 4ab}{4ab}$

$$2a - 3b + 1$$

e.  $(2x-y)(x^2 - 4xy + 3y^2)$

$$2x^3 - 8x^2y + 6xy^2 - x^2y + 4xy^2 - 3y^3$$

$$2x^3 - 9x^2y + 10xy^2 - 3y^3$$

c.  $(ab - 2c)(ab + 2c)$  DOTS

$$(ab)^2 - (2c)^2$$

$$a^2b^2 - 4c^2$$

f.  $\frac{8x - 20y - 18x + 45y}{4}$

$$(2x - 5y) - (2x + 5y)$$

$$2x - 5y - 2x - 5y$$

$$-10y$$

2. Factor completely. Show steps.

a.  $a^3x - 9ax^3$

$$ax(a^2 - 9x^2)$$

$$ax(a + 3x)(a - 3x)$$

b.  $5c^2 - 40c - 100$

$$5(c^2 - 8c - 20)$$

$$5(c-10)(c+2)$$

c.  $a^3 + a^2 - a - 1$

$$(a^3 + a^2) + (-a - 1)$$

$$a^2(a+1) - (a+1)$$

$$\{a+1\} \{a^2-1\} (a-1)$$

f.  $10t^2 - 15t - 25$

$$5(2t^2 - 3t - 5)$$

$$5(2t+5)(t-1)$$

d.  $n^2(n^2 - 9) + 4(9 - n^2)$

$$n^2(n^2 - 9) - 4(n^2 - 9)$$

$$(n^2 - 9)(n^2 - 4)$$

$$(n+3)(n-3)(n+2)(n-2)$$

e.  $36x^2 - 84xy + 49y^2$

$$(6x-7y)^2$$

$$\frac{2ab}{2(6x)(7y)} \\ 44xy -$$

3. If  $r$  is the radius of each circle in the diagram at the right, express the area of the shaded region in factored form. Show work.

Rectangle - 3 Circles

$$(2r)(6r) - 3\pi r^2$$

$$12r^2 - 3\pi r^2$$

$$3r^2(4 - \pi)$$



4. Solve and write the solution set. Omit checks.

a.  $(n+3)(2n+3) - (n+2)^2 + (n-2)^2$

$$2n^2 + 9n + 9 - (n^2 + 4n + 4) + (n^2 - 4n + 4)$$

$$2n^2 + 9n + 9 = 2n^2 + 8$$

$$9n + 9 = 8$$

$$9n = -1$$

$$n = -\frac{1}{9}$$

$$\therefore \{-\frac{1}{9}\}$$

b.  $(x+2)(x-3) = 24$

$$x^2 - x - 6 = 24$$

$$x^2 - x - 30 = 0$$

$$(x-6)(x+5) = 0$$

$$x = 6 \text{ or } x = -5$$

$$\therefore \{-5, 6\}$$

# Nd Semester Algebra Review Test

**Howard A. Silver**

## Nd Semester Algebra Review Test:

**Mathematics Curriculum in School Education** Yeping Li,Glenda Lappan,2013-11-19 Mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education This book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts The book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning in different education systems Understanding mathematics curriculum and its changes that are valued over time in different education systems Identifying and analyzing effective curriculum practices Probing effective infrastructure for curriculum development and implementation Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems This rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems It will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning

**Doing the Scholarship of Teaching and Learning in Mathematics** Jacqueline M. Dewar,Curtis D. Bennett,2014-11-03 The Scholarship of Teaching and Learning SoTL movement encourages faculty to view teaching problems as invitations to conduct scholarly investigations In this growing field of inquiry faculty bring their disciplinary knowledge and teaching experience to bear on questions of teaching and learning They systematically gather evidence to develop and support their conclusions The results are to be peer reviewed and made public for others to build on This Notes volume is written expressly for collegiate mathematics faculty who want to know more about conducting scholarly investigations into their teaching and their students learning Envisioned and edited by two mathematics faculty the volume serves as a how to guide for doing SoTL in mathematics

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