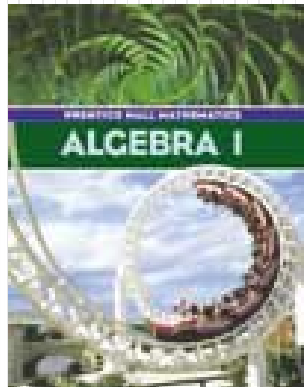




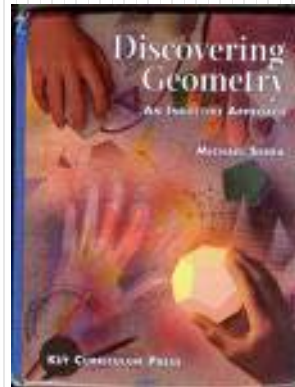
# Mr. Northcutt's Math Classes Class Presentation



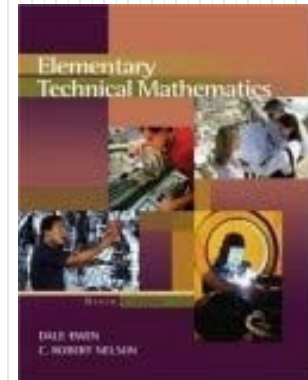
December 4, 2008 (62)



Math 1



Math 2



Applied Math



# Math 1 – Daily Summary

- **Announcements**
  - **QUIZ: Sections 8-1 thru 8-3 Tomorrow**
- **Class Objectives**
  - Review HW Problems (Questions?)
  - Multiplication of Exponents
    - Scientific Notation
- **Assignment**
  - **Lesson 8-3: 22-30, 63-70, 77-78**



# A Quick (but Serious) Discussion...

- **Consider the following scenario:**

*You and your friends are talking about the HW (or material in class) from your math class. One of you says to another, “I don’t understand this stuff at all.” Someone else responds, “Yeah. It doesn’t make any sense. I can’t do this stuff.”*

*Later one of you mentions to a parent that you don’t understand it – and you are frustrated.*

- **At this point, what should/could you (and your friends) do?**

# Skills Review



- Rewrite using EXPONENTS...

$$10 \cdot 10 \cdot 10 \cdot 10 \cdot 10 \quad [(r + 3)(r + 3)(r + 3)]^0$$

$$2b^3(3b + 5)$$

- Simplify...

$$-4^3$$

$$(-4)^3$$

$$(-4)^{2+3-5}$$

$$(-4)^{-3}$$

# Evaluate (substitute value & simplify)



- Evaluate for  $b = -2$

$$b^3$$

$$b^b$$

$$-b^3 b^0$$

$$-b^b b^{-3}$$

# Multiplication with Scientific Notation

- **Is just multiplication with exponents...and simplification.**

$$(7 \times 10^2) \cdot (3 \times 10^6)$$

$$(-6.2 \times 10^{-2}) \cdot (2 \times 10^3)$$



# Now for a Challenge...

- **Simplify the following (put in Standard Form):**

$$\frac{a^3 (2b^{-3}) 3c^4}{(3a^{-2}) b^{-2} (2c^2)}$$



# Review: Lesson Quizzes

- **Go to the PH Algebra Slides...**





# Math 2 – Daily Summary

- **Announcements**

- **RETEST: Chapter 5 + Polynomials on Friday (Last Chance!)**
  - I am available for help before & after school!

- **Class Objectives**

- Equations of Lines
  - Slope-Intercept Form
- Solution of Systems of Equations
  - Substitution & Elimination

- **Assignment**

- **Sample Test (Due Tomorrow)**



# A Quick (but Serious) Discussion...

- **Consider the following scenario:**

*You and your friends are talking about the HW (or material in class) from your math class. One of you says to another, “I don’t understand this stuff at all.” Someone else responds, “Yeah. It doesn’t make any sense. I can’t do this stuff.”*

*Later one of you mentions to a parent that you don’t understand it – and you are frustrated.*

- **At this point, what should/could you (and your friends) do?**

Some Advice...



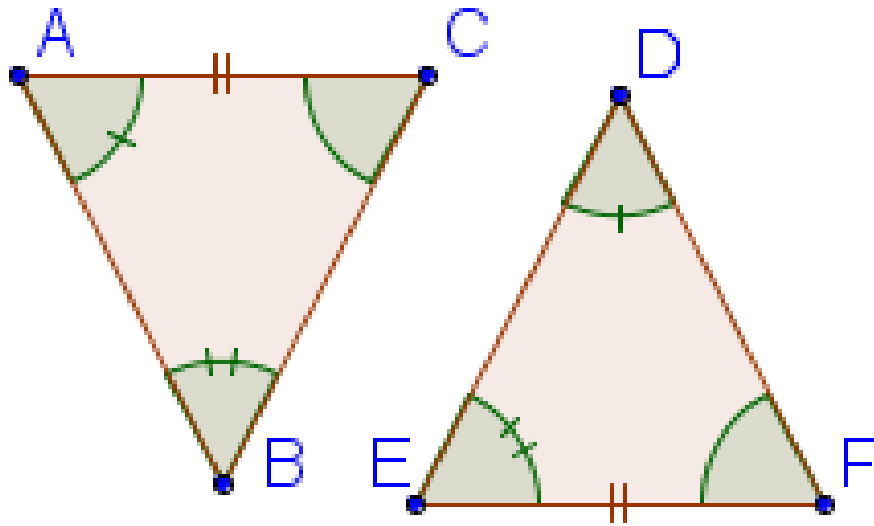
You need to have a **GOOD**  
**REASON** for anything you  
do!



**STOP** Guessing...**Ask**  
**Questions!**



# Review - Congruence



$\triangle ABC \cong \triangle$  \_\_\_\_\_

*Conjecture* = \_\_\_\_\_



# Review – Equation of Lines

- **Find the Equation of the Line...**
  - with slope of  $-\frac{1}{2}$  and y-intercept of  $-4$
  
  - with slope of  $\frac{3}{4}$  thru the point **(16,-12)**
  
  - thru points **(-8,-6)** and **(16,6)**



# Review – Systems of Equations

- What does it mean “geometrically” when we solve a system of equations?
- What are the 2 methods we can use to algebraically solve a system of equations? How do you choose?

$$y = 4x - 3$$

$$y = 2x + 13$$

---

$$5x - 6y = -32$$

$$3x + 6y = 48$$

# Applied Math – Daily Summary



- **Announcements**

- Bridge Building Project This Week
  - Competition on Friday!
  - Project Write-up Due on Monday.

- **Class Objectives**

- Continue Bridge Construction

- **Assignment**

- Bridge Work



# Bridge Building Teams

1. **Tucker & Connor**
2. **Ellie & Cecilly**
3. **Kyle & Mitchell**
4. **Sam & Augusta**
5. **Matt & Danielle**
6. **Justin & Mike**

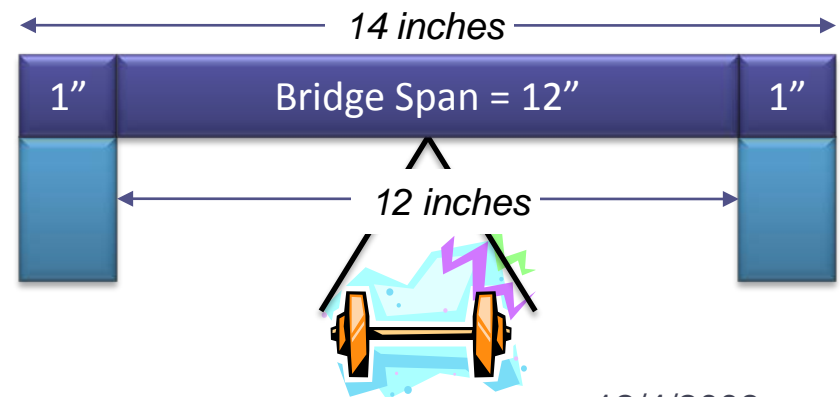




# Bridge Guidelines

- **Minimum Requirements**

- Only use popsicle sticks and glue
- Minimum of a 12 inch span. Must include at least 1 inch on either end to support the bridge.
- Minimum of 1 inch width.
- Maximum of 100 popsicle sticks
- No cutting or breaking of popsicle sticks
- Weight will be hung from the CENTER OF THE BRIDGE ON DECK (where car would be).





# Project Scoring Rubric

- **Documented Design (20%)**
  - Sketch of Bridge – What are your plans?
  - Rationale for Design – Why are you using the design?
  - Confirmation of Materials – Do you have enough?
- **Quality of Construction (30%)**
  - Assessment by teacher and peers
- **Use of Time During Class (30%)**
  - Assessment by teacher
- **Results (Efficiency) (20%)**
  - Results of Weight Test

$$\text{Efficiency} = \frac{\text{Total Load (kg)}}{\text{Bridge Weight (kg)}}$$