



Pre-Calculus

Equations & Answers

FUNCTIONS & THEIR GRAPHS

Definitions

- A **function** is a relation in which each element of the domain is paired with only one element of the range.
- In most cases, x is the independent variable and y or $f(x)$ is the dependent variable.

Linear Functions

A function whose graph is a non-vertical line or part of a non-vertical line. There are 3 forms of linear equations: slope-intercept, point-slope, and standard form.

- Slope-intercept form:** $y = mx + b$, where m is the slope and b is the y -intercept of the line.

EX: If a line has a slope of 3 and y -intercept of 5, the equation is $y = 3x + 5$.

- Point-slope form:** $y - y_1 = m(x - x_1)$, where m is the slope and (x_1, y_1) is a point on the line.

EX: If a line has a slope of -2 and contains the point $(0, -4)$, the equation is $y - (-4) = -2(x - 0)$ or $y + 4 = -2(x - 0)$.

- Standard form:** $Ax + By = C$, where A , B , and C are integers and A is positive. The slope is $-\frac{A}{B}$ and the y -intercept is $-\frac{C}{B}$. This form of a line is most often used to find intercepts by plugging 0 in for x and y separately and solving.

EX: Given the line $3x + 2y = 4$, the slope is $-\frac{3}{2}$ and the y -intercept is 2. The intercepts can also be found by substitution:

x -intercept (plug in 0 for y):

$$3x + 2y = 4 \quad 3x + 2(0) = 4 \quad 3x = 4 \quad x = \frac{4}{3}$$

y -intercept (plug in 0 for x):

$$3x + 2y = 4 \quad 3(0) + 2y = 4 \quad 2y = 4 \quad y = 2$$

Polynomial Functions

A function is a **polynomial function** if it can be written in the form

$$f(x) = ax^n + bx^{n-1} + cx^{n-2} + \dots + dx + e.$$

- The greatest power of a polynomial with one variable is called its **degree**.
 - When the degree of the function is **odd**, there is at least one real zero; when the degree is **even**, there may be no real zeros.
 - Both types can have imaginary roots of the form $a + bi$.
- EX: $f(x) = 2x^3 + 3x^2 - x + 4$ has a degree of 3, one real zero at $x = -2.1608$, and two non-real roots.

Quadratic Functions

Written in the form $f(x) = ax^2 + bx + c$, where $a \neq 0$

- The **axis of symmetry** is the vertical line with equation $x = -\frac{b}{2a}$.
- The y -intercept is c .
- Quadratic functions can be written in **vertex form**, $f(x) = a(x - h)^2 + k$, where (h, k) is the vertex of a parabola that opens up when $a > 0$ and opens down when $a < 0$.
- Quadratic functions can have none, one, or two real-number solutions.
- The graph is a parabola if the parabola opens left or right—it is not a function.
- The vertex is the **critical point** where the graph changes from increasing to decreasing or decreasing to increasing.

Methods for Finding Roots

Equation	Method	Justification	Solution
$x^2 - 9 = 0$	Square Roots	There is no x -term.	$x^2 - 9 = 0$ $x^2 = 9$ $x = 3$ or -3
$x^2 + 2x - 8 = 0$	Factoring	It has only a few factors to check.	$x^2 + 2x - 8 = 0$ $(x + 4)(x - 2) = 0$ $x = -4$ or 2
$2x^2 + 5x - 9 = 0$	Quadratic Formula	The equation cannot be factored.	$x = \frac{-5 \pm \sqrt{5^2 - 4(2)(-9)}}{2(2)}$ $x = \frac{-5 \pm \sqrt{25 + 72}}{4}$ $x = \frac{-5 \pm \sqrt{97}}{4}$
$x^2 - 8x + 3 = 0$	Completing the Square or Quadratic Formula	The coefficient of the x^2 -term is 1 but the equation cannot be factored.	$x^2 - 8x + 3 = 0$ $x^2 - 8x = -3$ $x^2 - 8x + 16 = -3 + 16$ $x^2 - 8x + 16 = 13$ $(x - 4)^2 = 13$ $x - 4 = \pm\sqrt{13}$ $x = 4 \pm\sqrt{13}$

The **discriminant** is the expression under the radical in the Quadratic Formula and can be used to determine the number of real solutions.

- A function can be identified using the **vertical line test**. If a vertical line passes through the graph of the function in more than one point, the graph is not a function.
- A function can be represented by an equation in terms of x and y or with function notation: $y = 7x - 11$ or $f(x) = 7x - 11$.

Discriminant: $b^2 - 4ac > 0$

EX: $2x^2 - 7x + 3 = 0$

The discriminant is $(-7)^2 - 4(2)(3) = 25$, which is positive.

There are two real number solutions.



Discriminant: $b^2 - 4ac = 0$

EX: $x^2 - 8x + 16 = 0$

The discriminant is $(-8)^2 - 4(1)(16) = 0$.

There is one real number solution.



Discriminant: $b^2 - 4ac < 0$

EX: $2x^2 - 7x + 8 = 0$

The discriminant is $(-7)^2 - 4(2)(8) = -15$, which is negative.

There are no real number solutions.



Rational Functions

A **rational function** is an equation of the form $f(x) = \frac{p(x)}{q(x)}$, where $p(x)$ and $q(x)$ are polynomial functions and $q(x) \neq 0$.

- Rational functions may have breaks in continuity that appear in the graph as vertical asymptotes or point discontinuities that appear as holes.
- Vertical asymptotes occur where a rational function is undefined.
- Point discontinuities occur where there is a common factor in the numerator and denominator.

To multiply: First multiply the numerators, then the denominators.

$$\frac{8x^2 - 8}{3x + 10} \cdot \frac{4x + 6}{2x - 2} = \frac{8x^2 - 8}{3x + 10} \cdot \frac{4x + 6}{2x - 2}$$

$$= \frac{8x^2 - 8}{3x + 10} \cdot \frac{4x + 6}{2x - 2}$$

To divide: Multiply by the multiplicative inverse (reciprocal) of the divisor.

$$\frac{x^2 + 3x + 10}{x^2 + 3x + 2} \cdot \frac{x - 2}{x - 2} = \frac{x^2 + 3x + 10}{x^2 + 3x + 2} \cdot \frac{x - 2}{x - 2}$$

Order is important for division.

To add and subtract: There must be a common denominator. To find it for rational expressions with polynomials in the denominator, factor first to determine common factors.

$$\frac{5}{x^2 - x - 20} + \frac{7}{2x - 10} = \frac{5}{(x + 4)(x - 5)} + \frac{7}{2(x - 5)}$$

Using one of each factor, the LCM is $2(x + 4)(x - 5)$. Multiply each fraction's numerator and denominator by the factors missing from the LCM.

$$= \frac{5}{(x + 4)(x - 5)} \cdot \frac{2}{2} + \frac{7}{2(x - 5)} \cdot \frac{(x + 4)}{(x + 4)} = \frac{10}{2(x + 4)(x - 5)} + \frac{7(x + 4)}{2(x - 5)(x + 4)} = \frac{10 + 7x + 28}{2(x + 4)(x - 5)}$$

$$\text{Subtracting: } \frac{8 - 4}{x^2 + 3x + 10} - \frac{8 + 2}{x^2 + 3x + 10} = \frac{8 - 4}{(x + 3)(x + 2)} - \frac{8 + 2}{(x + 3)(x + 2)}$$

Using one of each factor, the LCM is $(x + 3)(x + 2)$. Multiply each fraction's numerator and denominator by the factors missing from the LCM.

Hint: The common denominator is the LCM (least common multiple) of the denominators.

Warning: The subtraction sign must be distributed to each part of the numerator of the second fraction.

$$= \frac{8 - 4}{(x + 3)(x + 2)} - \frac{8 + 2}{(x + 3)(x + 2)} = \frac{8 - 4 - 8 - 2}{(x + 3)(x + 2)} = \frac{-6}{(x + 3)(x + 2)}$$

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Christian Drosten



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Resources in Education ,1998 Books In Print 2004-2005 Ed Bowker Staff,Staff Bowker, Ed,2004 **The Latest and Best of TESS** ,1991 *Enhancing Outcomes and Shaping the Future of HBCUs* Teodorescu, Daniel,2024-10-18 Despite the growth in number of scholars doing work on Historically Black Colleges and Universities HBCUs many of the same challenges persist such as low retention rates financial struggles and small endowments However the post COVID era has ignited renewed interest in HBCUs driven by the Black Lives Matter Movement and a significant increase in donations since 2020 This surge in attention has led to what some call an HBCU renaissance with growing interest from researchers policymakers and donors As the field of HBCU studies expands it is crucial to evaluate the current research and identify future directions for study *Enhancing Outcomes and Shaping the Future of HBCUs* addresses the lack of research on HBCUs and aims to enrich scholarly understanding by summarizing current studies It highlights key findings methodologies and implications for HBCUs and explores the valuable insights gained from these studies emphasizing their role in shaping educational policy and practice Covering topics such as academic success educational research and research capacity this book is an excellent resource for scholars researchers scholar practitioners graduate and postgraduate students educators policymakers and more **The Publishers' Trade List Annual** ,1981 *Content-Based Curriculum for High-Ability Learners* Joyce VanTassel-Baska,2010-07 This newly updated edition provides a solid introduction to curriculum development in gifted and talented education Written by experts in the field of gifted education this text uses cutting edge curriculum design techniques and aligns the core content with national and state standards In addition to a revision of the original chapters the second edition contains new chapters on topics such as second language learning leadership arts curriculum and technology The text identifies the basic principles of curriculum development accelerated learning within the core content areas use of higher order process skills development of creative student products and concept development and learning These techniques are incorporated into a chapter on each core content area language arts mathematics science and social studies as well as world languages and the arts The final chapters focus on the roles of teachers program coordinators and administrators during curriculum design including selecting resources and materials aligning curriculum and assessing student learning from back cover Forthcoming Books Rose Army,2003 *Monthly Catalog of United States Government Publications* ,1999 **Higher Education: Handbook of Theory and Research** Michael B. Paulsen,2013-02-12 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly

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