

Section 3.4

- (1) (a) $x^2 - 7x + 14$ (c) $x^3 - 8x^2 + 21x - 18$ (e) $x^4 - 3x^3 - 4x^2 + 12x$
 (b) $x^3 - 6x^2 + 3x + 10$ (d) $x^3 - 8x^2 + 7x - 5$
- (2) (a) $E_2 = \{b[1, 1]\}$ (b) $E_2 = \{c[-1, 1, 0]\}$ (c) $E_{-1} = \{b[1, 2, 0] + c[0, 0, 1]\}$

(3) In the answers for this exercise, b , c , and d represent arbitrary scalars.

- (a) $\lambda = 1$, $E_1 = \{a[1, 0]\}$, algebraic multiplicity of $\lambda = 2$
 (b) $\lambda_1 = 2$, $E_2 = \{b[1, 0]\}$, algebraic multiplicity of $\lambda_1 = 1$;
 $\lambda_2 = 3$, $E_3 = \{b[1, -1]\}$, algebraic multiplicity of $\lambda_2 = 1$
 (c) $\lambda_1 = 1$, $E_1 = \{a[1, 0, 0]\}$, algebraic multiplicity of $\lambda_1 = 1$;
 $\lambda_2 = 2$, $E_2 = \{b[0, 1, 0]\}$, algebraic multiplicity of $\lambda_2 = 1$;
 $\lambda_3 = -5$, $E_{-5} = \{c[-\frac{3}{2}, \frac{3}{2}, 1]\} = \{c[-7, 18, 42]\}$, algebraic multiplicity of $\lambda_3 = 1$
 (d) $\lambda_1 = 1$, $E_1 = \{b[3, 1]\}$, algebraic multiplicity of $\lambda_1 = 1$;
 $\lambda_2 = -1$, $E_{-1} = \{b[7, 3]\}$, algebraic multiplicity of $\lambda_2 = 1$
 (e) $\lambda_1 = 0$, $E_0 = \{c[1, 3, 2]\}$, algebraic multiplicity of $\lambda_1 = 1$;
 $\lambda_2 = 2$, $E_2 = \{b[0, 1, 0] + c[1, 0, 1]\}$, algebraic multiplicity of $\lambda_2 = 2$
 (f) $\lambda_1 = 13$, $E_{13} = \{c[4, 1, 3]\}$, algebraic multiplicity of $\lambda_1 = 1$;
 $\lambda_2 = -13$, $E_{-13} = \{b[1, -4, 0] + c[3, 0, -4]\}$, algebraic multiplicity of $\lambda_2 = 2$
 (g) $\lambda_1 = 1$, $E_1 = \{d[2, 0, 1, 0]\}$, algebraic multiplicity of $\lambda_1 = 1$;
 $\lambda_2 = -1$, $E_{-1} = \{d[0, 2, -1, 1]\}$, algebraic multiplicity of $\lambda_2 = 1$
 (h) $\lambda_1 = 0$, $E_0 = \{c[-1, 1, 1, 0] + d[0, -1, 0, 1]\}$, algebraic multiplicity of $\lambda_1 = 2$;
 $\lambda_2 = -3$, $E_{-3} = \{d[-1, 0, 2, 2]\}$, algebraic multiplicity of $\lambda_2 = 2$
- (4) (a) $\mathbf{P} = \begin{bmatrix} 3 & 2 \\ 1 & 1 \end{bmatrix}$, $\mathbf{D} = \begin{bmatrix} 3 & 0 \\ 0 & -5 \end{bmatrix}$ (b) $\mathbf{P} = \begin{bmatrix} 6 & 3 & 1 \\ 2 & 1 & 0 \\ -1 & 0 & 1 \end{bmatrix}$, $\mathbf{D} = \begin{bmatrix} 0 & 0 & 0 \\ 0 & 1 & 0 \\ 0 & 0 & 1 \end{bmatrix}$
 (b) $\mathbf{P} = \begin{bmatrix} 2 & 5 \\ 1 & 2 \end{bmatrix}$, $\mathbf{D} = \begin{bmatrix} 2 & 0 \\ 0 & -2 \end{bmatrix}$ (i) $\mathbf{P} = \begin{bmatrix} 2 & 1 & 1 & 1 \\ 2 & 0 & 2 & -1 \\ 1 & 0 & 1 & 0 \\ 0 & 1 & 0 & 1 \end{bmatrix}$,
 (c) Not diagonalizable
 (d) $\mathbf{P} = \begin{bmatrix} 6 & 1 & 1 \\ 2 & 2 & 1 \\ 5 & 1 & 1 \end{bmatrix}$, $\mathbf{D} = \begin{bmatrix} 1 & 0 & 0 \\ 0 & -1 & 0 \\ 0 & 0 & 2 \end{bmatrix}$
 (e) Not diagonalizable
 (f) Not diagonalizable
 (g) $\mathbf{P} = \begin{bmatrix} 2 & 1 & 0 \\ 3 & 0 & -1 \\ 0 & 3 & 1 \end{bmatrix}$, $\mathbf{D} = \begin{bmatrix} 2 & 0 & 0 \\ 0 & 2 & 0 \\ 0 & 0 & 3 \end{bmatrix}$
 $\mathbf{D} = \begin{bmatrix} 1 & 0 & 0 & 0 \\ 0 & 1 & 0 & 0 \\ 0 & 0 & -1 & 0 \\ 0 & 0 & 0 & 0 \end{bmatrix}$
- (5) (a) $\begin{bmatrix} 32770 & -65538 \\ 32769 & -65537 \end{bmatrix}$ (b) $\begin{bmatrix} -17 & 6 & 24 \\ -15 & 6 & 20 \\ -9 & 3 & 13 \end{bmatrix}$ (c) $\mathbf{A}^{49} = \mathbf{A}$

Answer Key For Larson Algebra 1

Katrin Zwirgmaier



Answer Key For Larson Algebra 1:

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Subject Guide to Books in Print, 2001 El-Hi Textbooks & Serials in Print, 2005, 2005 Algebra 1 McDougal Littell Incorporated, Ron Larson, 2003 *Elementary Algebra Tech Keystroke Guide, Second Edition* Larson, 1996 **El-Hi Textbooks & Serials in Print, 2003**, 2003 *Forthcoming Books* Rose Arny, 2003 **Intermediate Algebra** Robert P. Hostetler, Ron Larson, 2001 **El-Hi Textbooks in Print**, 1984 **Passport to Algebra and Geometry** McDougal Littell Incorporated, Ron Larson, 2004 *Mathematics Assessment and Intervention in a PLC at Work®, Second Edition* Sarah Schuhl, Timothy D. Kanold, Mona Toncheff, Bill Barnes, Jessica Kanold-McIntyre, Matthew R. Larson, Georgina Rivera, 2023-06-27 This second edition book from the Every Student Can Learn Mathematics series guides you and your collaborative teams in building student and collective teacher efficacy through the formative use of common assessments. Discover how you can work interdependently to design high quality assessments, calibrate scoring of student work, and analyze data to enhance instructional practices and sustain effective Tier 2 learning experiences for students. New and enhanced protocols and examples provide practical tools and models for immediate implementation. Improve your mathematics collaborative team assessment processes using the four critical questions of a PLC at Work along with an RTI or MTSS focus on effective Tier 2 interventions. This book will help K-12 mathematics teachers and teacher teams learn the criteria for the formative use of all unit by unit common mathematics assessments. Identify essential learning standards as drivers for common assessments and student reflection. Design and use high quality common assessments and team scoring agreements. Calibrate the scoring of student work for consistent formative feedback to students. Engage in data protocols that analyze student work to enhance instructional practices, identify students in need of targeted intervention or extension, and create effective intervention learning experiences. Determine how students can reflect and set goals using the formative feedback process based on common unit by unit assessments. Design and implement an effective Tier 2 mathematics intervention program to support student learning. Contents: Preface, Introduction, Chapter 1: The Mathematics at Work Common Assessment Process, Chapter 2: Quality Common Mathematics Assessments, Chapter 3: Sample Common Mathematics Assessments and Calibration Routines, Chapter 4: Teacher Actions in the Formative Assessment Process, Chapter 5: Student Actions in the Formative Assessment Process, Chapter 6: Team Response to Student Learning, Using Tier 2 Mathematics Intervention Criteria Summary, Epilogue, Appendix, References and Resources, Index **Mathematics Unit Planning in a PLC at Work®, High School** Sarah Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mozingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9-12 Part of the Every Student

Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning [The William Lowell Putnam Mathematical Competition 1985-2000: Problems, Solutions, and Commentary](#) Kiran S. Kedlaya, Bjorn Poonen, Ravi Vakil, 2020-01-16 This third volume of problems from the William Lowell Putnam Competition is unlike the previous two in that it places the problems in the context of important mathematical themes The authors highlight connections to other problems to the curriculum and to more advanced topics The best problems contain kernels of sophisticated ideas related to important current research and yet the problems are accessible to undergraduates The solutions have been compiled from the American Mathematical Monthly Mathematics Magazine and past competitors Multiple solutions enhance the understanding of the audience explaining techniques that have relevance to more than the problem at hand In addition the book contains suggestions for further reading a hint to each problem separate from the full solution and background information about the competition The book will appeal to students teachers professors and indeed anyone interested in problem solving as a gateway to a deep understanding of mathematics **Study and Solutions Guide for College Algebra** Roland E Larson, Dianna L. Zook, Robert P. Hostetler, 1989 *Larson A& T Study & Sols Guide 3ed* Roland E. Larson, Dianna L. Zook, Robert P. Hostetler, 1993 **Books in Print Supplement** , 1988

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