

# Algebra 2 Honors Final Exam Study Guide Fall 2017

1. Divide  $\frac{3x^3 + 20x^2 + 18x - 4}{2x^2 + 2x + 4}$

2. Rewrite the equation of the parabola in vertex form:  $y = x^2 - 10x + 1$  by completing the square:  $y = a(x-h)^2 + k$

3. Simplify:  $\frac{2-x}{2-x}$

4. State any domain restrictions, and simplify:

a)  $\frac{3x^2 + 5x + 2}{3x^2 - 2} \quad \left| \quad \text{b) } \frac{2-x}{x+3} \quad \right| \quad \text{c) } \frac{2x^2 + 5x + 20}{-2x^2 + 13x + 20}$

5. The point-slope form of a line is  $y - y_1 = m(x - x_1)$

a) A line of slope  $-\frac{1}{2}$  passes through the point  $(5, -7)$ . Write the equation of this line in point-slope form.

b) Consider the equation:  $y - 3 = \frac{1}{2}(x + 7)$

a) Name one obvious point this line passes through.

a) What is the slope of this line?

6. Karen is analyzing a polynomial  $P(x)$ . She analyzed its roots, and determined the sign of the function for the following values and intervals.

	$x < -1$	$x = -1$	$-1 < x < -\frac{1}{2}$	$x = -\frac{1}{2}$	$-\frac{1}{2} < x < 1$	$x = 1$	$1 < x < 3$	$x = 3$	$x > 3$
$P(x)$	-	0	+	0	-	0	+	0	-

a) Make a sketch of this function, clearly labeling its roots.

b) Assuming one root has a multiplicity greater than 1, what is the degree of  $P(x)$ ?

7. Show an analysis of each function to determine if it is an even function, an odd function, or neither:

a)  $f(x) = x^2 + 2x$       b)  $g(x) = x^3 + 4x^5$       c)  $h(x) = (x^2 + 2)(x^3 + 4x^5)$

8. A polynomial with a given degree is shown. In each case, the number and nature of the roots are indicated. Draw a potential x-axis or that y-axis graph matches the roots as described. If the question is not possible, write "not possible."

a) Degree 4 polynomial; four distinct real roots.



b) Degree 4 polynomial; three distinct real roots, one of which has a multiplicity of 2.



c) Degree 3 polynomial; 2 complex roots and 2 distinct real roots, one of the real roots has a multiplicity of 2.



d) Degree 2 polynomial; no real roots.



9. Carl the computer driver is stuck at 75 mph, because there is little traffic, but when he cruises home, he has to drive 20 miles per hour slower due to traffic. It takes him 2 minutes longer to get home. Assuming he drives the same distance to and from work, how far is his work from his home? (Caution: Don't mix units of hours with units of minutes!)

10. A chemist has 3 liters of a solution which is 10% acid and an unlimited amount of a solution which is 10% acid. How much of the 10% solution of acid must be added to the 3 liters to bring it to a 20% concentration of acid?

11. Apply the remainder theorem to show that  $x + 1$  is a factor of  $20x^3 + 57x + 3$ .

# Algebra 2 Study Guide Final Exam

**Margaret L. Lial, John Hornsby, Terry  
McGinnis, Abby Tanenbaum**



## **Algebra 2 Study Guide Final Exam:**

Algebra II for Beginners Reza Nazari, 2023-01-29 Algebra II for Beginners is a comprehensive resource designed to equip students with the vital tools and knowledge needed for success in Algebra II courses Featuring a wealth of examples over 1 500 skill enhancing exercises and two practice tests this extensive guide ensures thorough preparation for the Algebra II final exam boosting math proficiency self assurance and problem solving abilities Covering all Algebra II concepts Algebra II for Beginners is aligned with both national and state standards Its dynamic layout and interactive activities make learning captivating and tangible while focused practice sessions develop crucial skills With all exercise solutions provided students can easily track their understanding and growth making this comprehensive Algebra II textbook an ideal resource for those seeking to review core content hone their math skills and excel in their Algebra II course Suitable for both individual study and classroom instruction Algebra II for Beginners presents a well rounded approach to mastering Algebra II For additional online math practice opportunities visit [EffortlessMath.com](https://www.EffortlessMath.com)

*Math Anxiety—How to Beat It!* Brian Cafarella, 2025-06-23 How do we conquer uncertainty insecurity and anxiety over college mathematics You can do it and this book can help The author provides various techniques learning options and pathways Students can overcome the barriers that thwart success in mathematics when they prepare for a positive start in college and lay the foundation for success Based on interviews with over 50 students the book develops approaches to address the struggles and success these students shared Then the author took these ideas and experiences and built a process for overcoming and achieving when studying not only the mathematics many colleges and universities require as a minimum for graduation but more to encourage reluctant students to look forward to their mathematics courses and even learn to embrace additional ones Success breeds interest and interest breeds success Math anxiety is based on test anxiety The book provides proven strategies for conquering test anxiety It will help find ways to interest students in succeeding in mathematics and assist instructors on pathways to promote student interest while helping them to overcome the psychological barriers they face Finally the author shares how math is employed in the real world examining how both STEM and non STEM students can employ math in their lives and careers Ultimately both students and teachers of mathematics will better understand and appreciate the difficulties and how to attack these difficulties to achieve success in college mathematics Brian Cafarella Ph D is a mathematics professor at Sinclair Community College in Dayton Ohio He has taught a variety of courses ranging from developmental math through pre calculus Brian is a past recipient of the Roueche Award for teaching excellence He is also a past recipient of the Ohio Magazine Award for excellence in education Brian has published in several peer reviewed journals His articles have focused on implementing best practices in developmental math and various math pathways for community college students Additionally Brian was the recipient of the Article of the Year Award for his article Acceleration and Compression in Developmental Mathematics Faculty Viewpoints in the Journal of Developmental Education

The Navy List Great Britain. Admiralty, 1889

*Understanding Intermediate Algebra* Lewis Hirsch, Arthur Goodman, 1998 Authors Hirsch and Goodman clearly and carefully develop students understanding of intermediate algebra concepts by using a unique spiral approach This approach presents a topic at an elementary level and then returns to it at increasing levels of complexity This gradual introduction builds student confidence while developing concepts rules and definitions To complement this approach the authors include a wealth of numerical and algebraic examples that reflect a wide variety of situations These illustrative examples compare and contrast related ideas helping students understand the sometimes subtle distinctions among various situations **Algebra**

**Facts** Theodore John Szymanski, 1993 Provides easy access to the most crucial concepts and formulas in basic algebra

*The Macmillan Guide to Correspondence Study* Modoc Press, 1996

**National Guide to Educational Credit for**

**Training Programs 2004-2005** Jo Ann Robinson, Troy Polite, Nancy Musick, 2004 For more than 25 years this guide has been the trusted source of information on thousands of educational courses offered by business labor unions schools training suppliers professional and voluntary associations and government agencies These courses provide academic credit to students for learning acquired at such organizations as AT T Citigroup Delta Air Lines General Motors University NETg and Walt Disney World Resort Each entry in the comprehensive INational Guide R provides L L DBL Course title L DBL Location of all sites where the course is offered L DBL Length in hours days or weeks L DBL Period during which the credit recommendation applies L DBL Purpose for which the credit was designed L DBL Learning outcomes L DBL Teaching methods materials and major subject areas covered L DBL College credit recommendations offered in four categories by level of degrees and expressed in semester hours and subject areas s in which credit is applicable L L The introductory section includes ACE Transcript Service information For more than 25 years this guide has been the trusted source of information on thousands of educational courses offered by business labor unions schools training suppliers professional and voluntary associations and government agencies These courses provide academic credit to students for learning acquired at such organizations as AT T Citigroup Delta Air Lines General Motors University NETg and Walt Disney World Resort Each entry in the comprehensive INational Guide R provides L L DBL Course title L DBL Location of all sites where the course is offered L DBL Length in hours days or weeks L DBL Period during which the credit recommendation applies L DBL Purpose for which the credit was designed L DBL Learning outcomes L DBL Teaching methods materials and major subject areas covered L DBL College credit recommendations offered in four categories by level of degrees and expressed in semester hours and subject areas s in which credit is applicable L L The introductory section includes ACE Transcript Service information

Resources in Education , 1994 *A Study Guide for Employment Examinations with Wisconsin State Government* , 1985

Christian Home Educators' Curriculum Manual Cathy Duffy, 1995-07 Cathy Duffy draws upon her many years of home education experience both in teaching and researching curriculum to bring us the most thorough and useful book available on teaching teenagers at home **Student's Study Guide and Journal** Margaret L. Lial, John Hornsby, Terry

McGinnis, Abby Tanenbaum, 1999-11-11      Preparation for the SAT and PSAT Edward J. Deptula, 1995-09 A preparation guide for the new SAT includes eight full length practice tests reviews of every test subject and strategies for scoring high

*Algebra for College Students* James Hall, Lial, 1999-12      *The Teaching Portfolio* Peter Seldin, 2004 This third edition continues its focus on self reflection and documenting teaching performance and has also been significantly revised and expanded Its straightforward approach practical suggestions step by step instructions and field tested recommendations will prove invaluable to those involved in evaluating and improving teaching Now organized into five parts this edition includes new information on web based electronic teaching portfolios descriptions of how seven colleges and universities have actually implemented portfolios and 22 new sample teaching portfolios from an array of disciplines and institutions All were developed under the guidance of a skilled portfolio mentor

**Directory of Distance Learning Opportunities** Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

**The Publishers' Trade List Annual** ,1899      **Intermediate Algebra Graph Aie Sup**

Martin-gay, 2004-04      *Intermediate Algebra (Hardcover)* Marvin Bittinger, 2002-11      **Newsweek** ,1961      Mastering Mathematics Richard Manning Smith, 1998 Providing solid tips for every stage of study Mastering Mathematics stresses the importance of a positive attitude and gives you the tools to succeed in your math course This practical guide will help you avoid mental blocks during math exams identify and improve your areas of weakness get the most out of class time study more effectively overcome a perceived low math ability be successful on math tests get back on track when you are feeling lost and much more

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