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Mathematics
Grades (7-12)



STEM: Science, Technology, Engineering and Math.

There is an acute need for STEM teachers in high-need regions – More than half of public school districts in the U.S., including more than 90 percent of districts serving large populations of African-American and Latino students, report difficulties recruiting and retaining certified, knowledgeable STEM teachers.

More than 900 STEM teachers each year take on leadership responsibilities, and others pursue additional development through programs like Bank Street's Leadership in Mathematics, Math for America New York, or Urban Advantage's Middle School Science Initiative.

Am
I
Eligible
to
Teach Math?

In order to qualify as a Mathematics candidate, you must:

Possess a Bachelor's degree in Math and eligible courses need to be coded as MATH.



What is the certification and testing requirement to teach math?

Through our alternative certification programs, you will work in your full-time school position under a Transitional B certificate issued by New York State.

The Transitional B certificate is valid for up to three years, as long as you remain in good standing. To be eligible for this certification, you will need to take and pass two certification exams listed below:

1. Educating All Students (EAS) (201)
–EAS Exam Preparation Materials
2. Mathematics Content Specialty Test (CST) (004)*
– CST Exam Preparation Materials

*These do not start preparing unless admitted to the Alternative Certification Program.

NYC
Department of
Education

INDIVIDUAL WORK PLAN "I can teach Math"	TEACHER	ADVISOR	SUPERVISOR
TEACHER'S GOALS: 1. To develop the ability to teach Mathematics to all students. 2. To develop the ability to teach Mathematics to all students. 3. To develop the ability to teach Mathematics to all students. 4. To develop the ability to teach Mathematics to all students. 5. To develop the ability to teach Mathematics to all students.	TEACHER'S GOALS: 1. To develop the ability to teach Mathematics to all students. 2. To develop the ability to teach Mathematics to all students. 3. To develop the ability to teach Mathematics to all students. 4. To develop the ability to teach Mathematics to all students. 5. To develop the ability to teach Mathematics to all students.	ADVISOR'S GOALS: 1. To develop the ability to teach Mathematics to all students. 2. To develop the ability to teach Mathematics to all students. 3. To develop the ability to teach Mathematics to all students. 4. To develop the ability to teach Mathematics to all students. 5. To develop the ability to teach Mathematics to all students.	SUPERVISOR'S GOALS: 1. To develop the ability to teach Mathematics to all students. 2. To develop the ability to teach Mathematics to all students. 3. To develop the ability to teach Mathematics to all students. 4. To develop the ability to teach Mathematics to all students. 5. To develop the ability to teach Mathematics to all students.

12. If every element of set A is also an element of set B , but set B has more elements than set A , then set A is a proper subset of set B . We write $A \subset B$ to denote A is a proper subset of B . If set A is not a proper subset of set B , we write, $A \not\subset B$.

E.g. 1 $A = \{p, q, r\}$
 $B = \{q, r, p\}$
 $C = \{p, q, r, s, t\}$

$A \subset C$ since every element of A is also an element of C but C has at least one element that is not in A .

Similarly, we have $B \subset C$.
Since each element of A is also an element of B and vice versa, we have $A \subseteq B$ and $B \subseteq A$. Therefore $A = B$.

\subseteq	is a subset of
$\not\subseteq$	is not a subset of
\subset	is a proper subset of
$\not\subset$	is not a proper subset of

Teacher's Tip The empty set, \emptyset , is a subset of every set.
For any set A , $\emptyset \subseteq A \subseteq \emptyset$.

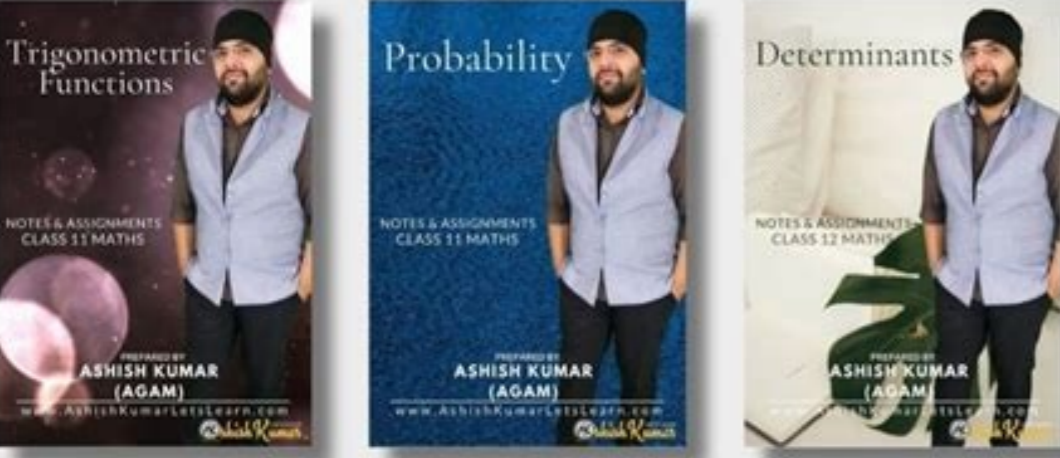
WORKED EXAMPLE 3:
 $P = \{a, b\}$ $Q = \{a, b, d\}$ $R = \{b, a\}$ $S = \{b, e\}$
Use \subseteq , $\not\subseteq$, \subset , $\not\subset$ or $=$ to describe the relation between the following sets.
(a) P and Q (b) P and R (c) Q and S

SOLUTION:
(a) $P \subset Q$ — P is a proper subset of Q since all the elements in P is an element in Q and Q has one more element than P .
(b) Since $P \subseteq R$ and $R \subseteq P$, we have $P = R$.
(c) $S \not\subseteq Q$ — S is not a subset of Q since the element of S , e is not an element of Q .

PDF of Notes and Assignments is available
now on the website!



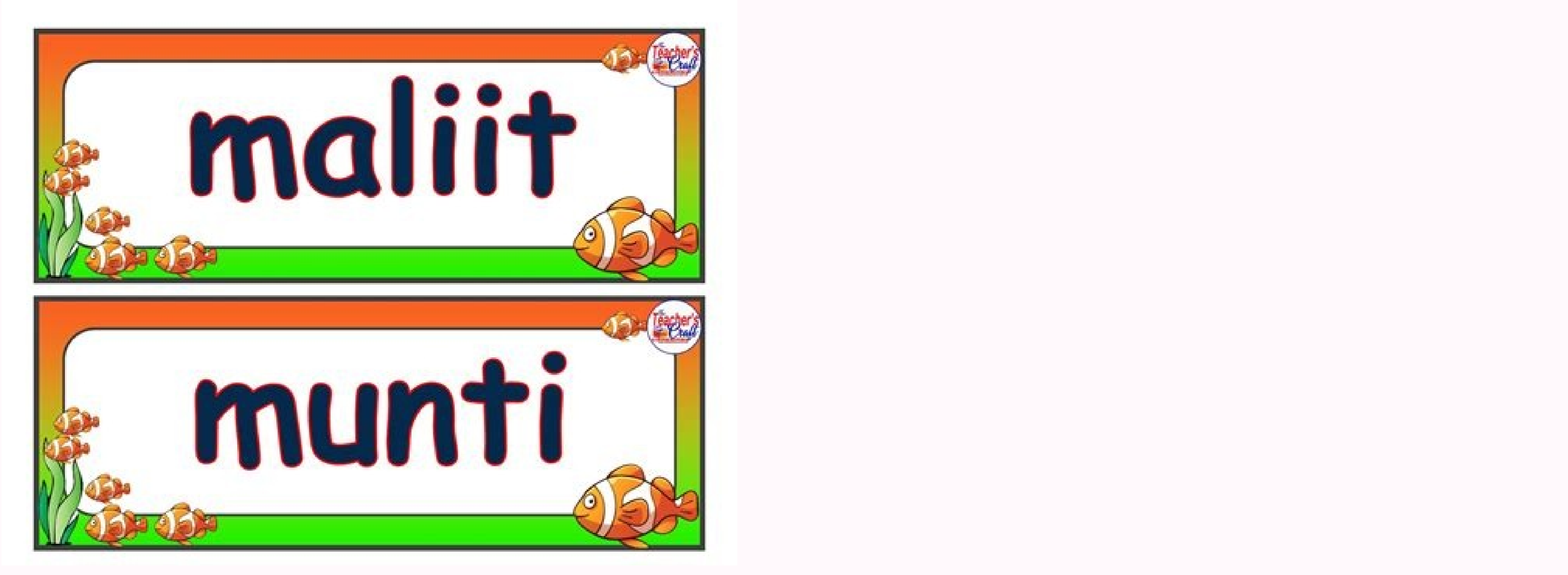
Binomial Theorem Class 11 Maths
Linear Inequalities Class 11 Maths
Matrices Class 12 Maths



Trigonometric Functions Class 11 Maths
Probability Class 11 Maths
Determinants Class 12 Maths



Applications of Derivatives Class 12 Maths
Continuity and Differentiability Class 12 Maths
Probability Class 12 Maths



D 20. C 14. A car manufacturer determines that its profit, P, in thousands of pesos, can be modeled by the function $P(x) = 0.001\ 25x^4 + x - 3$, where x represents the number of cars sold. The students will apply these geometric relationships in finding the lengths of segments formed by tangents and secants. B. 71. Derive inductively the relations among chords, arcs, central angles, and inscribed angles, rising to the left falling to the right Case 3: a. multiplicity of roots 5, 3, has multiplicity 1, 1 has multiplicity 2, 5 has multiplicity 3 e. 40. 60. 3. leading term: $7 \times b$, formulate and solve problems involving chords, arcs, central angles, and inscribed angles of circles; 8. leading coefficient: -1, degree: 4, 5. For example, under $3x$, the sign of y is positive because $= +(-)(-)(-)$. (i) $3x$ and $41 \times (ii)$ $13 \times$ and $4x \times$. Such agency or office may, among other things, impose as a condition the payment of royalties. Virus Free. The proof has two parts. Performance Standard: The learner is able to formulate and find solutions to challenging situations involving circles and other related terms in different disciplines through appropriate and accurate representations. 152 24 xxx 4 3 3. (Use the rubric to rate students' work/output) Solution to the problem Since wlr 22, then wl 2236 or wl 18, and lw 18. You will find the GRADE 10 Teachers Guide download links at the bottom of this article. L J3(1)(1)(12 xxxxy 4. Create concrete objects as products of applying solutions to problems involving polynomial functions (e.g. rectangular open box, candle mold) Assessment Map TYPE KNOWLEDGE PROCESS/ SKILLS UNDERSTANDING PERFORMANCE Pre- Assessment/ Diagnostic Part I Illustrating polynomial functions (Recalling the definition of polynomial functions and the terms associated with it) Part II Illustrating polynomial functions (Recalling the definition of polynomial functions and the terms associated with it) Graphing polynomial functions (Describing the properties of graphs of polynomial functions) Part I Graphing polynomial functions (Describing the properties of graphs of polynomial functions) Solving problems involving polynomial functions Part II Products and performances related to or involving quadratic functions (Solving arc problems) A. reserved. You can find other data that can be modeled by a polynomial, $a = 2$, $n = 4$ D. 180 c. BAC 75 BC 3. Since there is no other x-intercept to the right of 5, then the graph rises to the right continuously without end Activity 1: Which is which? If needed, guide the students as they complete the proof of the theorem. The graph is falling to both left and right. For 101335 234 xxxxy or 211)(2)(5f xxxxy a. (2010). Mandaluyong City, Philippines: Capitol Publishing House. J50 and NSL ; JSN and OSI. One of the essential targets of this module is for the students to manually sketch the graph of polynomial functions which later on can be verified and validated with some graphing utilities like Geogebra, or even Geometer's Sketchpad. No Adfly. J4)(2)(2(2 xxxxy 3. a = 3, n = 6 c. Performance Standard: The learner is able to conduct systematically in different fields a mathematical investigation involving polynomial functions. Arcs and Inscribed Angles 2. J3)(2)(2(xxx 9. Prove theorems on tangents and secants 7. (2005). 18. An advertising agency provides Geogebra's 4) different advertising packages with costs listed below. Furthermore, the curriculum aims to help learners understand that English language is a dynamic social process which responds to and reflects changing social conditions, and that English is inextricably involved with values, beliefs and ways of thinking about ourselves and the world we dwell in. Through multi-literacy skills, learners will be able to appreciate and be sensitive to sociocultural diversity and understand that the meaning of any form of communication depends on context, purpose and audience. inscribed angle It is an angle whose vertex is on a circle and whose sides contain chords of the circle. xxx 67 24 On even rising rising 4. 24.639 units 8. D EPED C O PY 100 Synthesis: (The Leading Coefficient Test) 1. end behaviors: rises to the left, falls to the right c. 27.38 km 4. The curriculum aims to help learners acquire highly-developed literacy skills that enable them to understand that English language is the most widely used medium of communication in Trade and the Arts, Sciences, Mathematics, and in world economy, leading coefficient: -1, degree: 3, -2, 0, 2, 5, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91, 93, 95, 97, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 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