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Secondary math 1 module 4 4.8h answer key

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74 Summative 74 Summative 74 Glossary of Terms and List of Theorems Used in this module 81 All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 6. D EPED C O PY All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 9. D EPED C O PY All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 10. D EPED C O PY All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 10. D EPED C O PY All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 10. D EPED C O PY All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 10. D EPED C or PY All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 10. D EPED C or PY All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written perm

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the first n Terms • Solving Real Life Problems 9. Illustrate a geometric sequence 10. Differentiate a geometric sequence 10. Differentiate a geometric sequence 11. Determining the sum of first n terms of a geometric sequence 12. Find the geometric sequence 13. Determining the sum of first n terms of a geometric sequence 14. Differentiate a geometric sequence 14. Differentiate a geometric sequence 14. Differentiate a geometric sequence 15. Differentiate a geometric sequence 14. Differentiate a geometric sequence 15. Differentiate a geometric sequence 15. Solve real life problems involving geometric sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating other types of sequences • Find the next quarter 16. Illustrating • Find the next quarter 16. Ill sequences used to model and solve many mathematical ideas and realistic situations? Transfer goal: Students will be able to apply the key concepts of sequences in finding solutions for certain real-life problems. B. Product planning/evaluation performance The following are the products and actions that students will be able to apply the key concepts of sequences in finding solutions for certain real-life problems. B. Product planning/evaluation performance The following are the products and actions that students will be able to apply the key concepts of sequences in finding solutions and making decisions for certain real-life problems. B. Product planning/evaluation performance The following are the products of sequences in finding solutions and making decisions for certain real-life problems. B. Product planning/evaluation performance The following are the products and actions that students will be able to apply the key concepts of sequences in finding solutions for certain real-life problems. B. Product planning/evaluation performance The following are the products and actions in real life where patterns 3 are used. Define a sequence 4 and sequence 4 and sequences in finding solutions and making decisions for certain real-life problems. B. Product planning/evaluation performance The following are the products and actions for certain real-life problems. B. Product planning/evaluation performance the produc Determine the next terms of a sequence given on 5. Share with a partner the steps on how to find the sum of the first n terms of a given 6 sequence through a think-pair-share cooperative learning strategy All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 22. D EPED C OR PY 3 9. Explain solutions to problems in the search for the underea, the arithmetic sequence a problem in the arithmetic sequence and have 12 other groups resolve. Brainstorm your own real experiences where they use the concepts of 13 arithmetic sequences. Present your Performance Task in arithmetic sequence, the Reality Series 14. Generalize the concepts learned through the activity Power of four 15. Carry out mathematical respective groups 17. They derive the enesthetic term from a geometric sequence through research on the and definition of geometric sequence, the Reality Series 14. Generalize the concepts learned through the activity of paper 16. Compare and contrast arithmetic and geometric sequence through a folding activity of paper 16. Compare and contrast arithmetic sequence through the enesthetic term from a geometric sequence through research on the and definition of geometric sequence through the activity of paper 18. Compare and contrast arithmetic sequence (finite and infinite) of a geometric sequence determined in their respective groups and respond to some 20 exercises. Explain solutions to problems to find the sum of a geometric sequence determined in their respective groups of cooperative learning 21. Determine and define harmonic sequences and fibonacci through observations in their respective groups of cooperative groups of cooperative learning 21. Determine and define harmonic sequences and fibonacci through observations in their respective groups of cooperative groups of cooperative learning 21. Determine and define harmonic sequences and fibonacci through observations in their respective groups of cooperative groups of cooperative learning 21. Determine and define harmonic sequences and fibonacci through observations in their respective groups and res respective cooperative learning groups 22. Response exercises or problems on harmonic sequences and fibonacci. 23. Formulate and resolve real situations involving sequences through the carousel Method 24. Play with the role your own real-life applications of 25 geometric sequences. Present your group Performance Task on geometric sequences through the carousel Method 24. Play with the role your own real-life applications of 25 geometric sequences. Present your group Performance Task on geometric sequences and fibonacci. 23. Formulate and resolve real situations involving sequences through the carousel Method 24. Play with the role your own real-life applications of 25 geometric sequences. Present your group Performance Task on geometric sequences and fibonacci. 23. Formulate and resolve real situations involving sequences through the carousel Method 24. Play with the role your own real-life applications of 25 geometric sequences. Present your group Performance Task on geometric sequences and resolve real situations involving sequences. Present your group Performance Task on geometric sequences. Present your group Performance Tas electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 23. D EPED C O PY 4 Assessment Map TYPE KNOWLEDGE PROCESS/SKILLS UNDERSTANDING PERFORMANCE Pre-Assessment Map TYPE KNOWLEDGE PROCESS/SKILLS UNDERSTANDING PERFORMANCE Pre-Assessment Map TYPE KNOWLEDGE PROCESS/SKILLS UNDERSTANDING PERFORMANCE Pre-Assessment Map TYPE KNOWLEDGE PROCESS/SKILLS under sequence inding the ext quarter of a given sequence of sibonacci Finding the ext quarter of a given rest earling a harmonic sequence of sequences of Fibonacci Finding the so-called enthimetic or geometric sequences. Part I Involves of sequences inding the so-called enthimetic or geometric sequence. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequences. Part I Product or Performance Task Part Analyzing a real-life scenario on sequence Part Analyzing a real-life scenario on sequence P three, ask them to make a vocabulary map in sequence. Group activity in What to Transfer. Present in class the performance task of each groups, create five examples of exercises on pattern. A good night In their respective groups, complete the activity in What to Transfer. Present in class the performance task of each group. All rights No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First Edition, Edition, 24. D EPED C O PY 5 TYPE KNOWLEDGE PROCESS / SKILLS COMPREHENSION PERFORMANCE Share with a partner the steps to find the onsion of a given sequence. Games to earn class points/extra points in the search for the first term of the arithmetic sequence given Think-Pair- Share by finding the sum of arithmetic sequences Power of four activity in generalizing the concepts learned in preparation for the test by adding In groups of three, develop a conceptual map on the arithmetic sequence of cooperative learning in their respective groups, pose a real problem in the arithmetic sequence of cooperative learning in their respective groups, complete the activity where areal life problem in the arithmetic sequence of cooperative learning in their respective groups, complete the activity where areal life problem in the arithmetic sequence of cooperative learning in their
respective groups, pose a real problem in the arithmetic sequence of cooperative learning in their respective groups, because and allow other groups to solve the problem four activity where areal life problem in the arithmetic sequence of cooperative learning in their respective groups, because and allow other groups to solve the problem four activity where areal life problem in the arithmetic sequence of cooperative learning in their respective groups, because and allow other groups to solve the problem in the arithmetic sequence of cooperative learning in their respective groups, because and allow other groups to solve the problem in the arithmetic sequence of cooperative learning in their respective groups, because and allow other groups to solve the problem in the arithmetic sequence of cooperative learning in the arithmetic sequence of cooperative learning in the arithmetic sequence of the arithme students will brainstorm on their personal experiences that reflect the use of arithmetic sequences given the nth term Find the reflect the use of arithmetic sequences given the nth term Find the reflect the use of arithmetic sequences for the sequences given the nth term for the sequence for the sequences given the next terms of the sequences given the next terms of the sequences given the nth term for the term for the sequence find the next term of a sequence for the next term of a sequence sequence sequences solving problems in arithmetic sequences Solving problems in arithmetic sequences Solving problems in arithmetic sequences for a geometric sequences with couple, study Activity 7: How Well Do You Know Me in defining harmonic and Fibonacci sequences Illustrating and defining a geometric sequence doing Activity 2: Fold Me Up with a Cooperative Learning use of activity 6: I want to reflect and understand even more Carousel Method All rights reserved. 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Cooperative learning in their respective groups, answering problems when finding the enesiment, the geometric means, and the sum of the geometric sequence given in their groups, pose Real life problem on the geometric sequence to be solved by other groups Playing with role in the personal experiences of students applying geometric sequences find the sum of finite and infinite geometric sequences Solving real-life problems in Summative Post-Test geometric sequences: Part I Determining the next term of a geometric sequences Solving real-life problems in Summative Post-Test geometric sequences: Part I Determining the next term of a sequences: Part I Illustrating a harmonic sequences: Part I Illustrating a harmonic sequence Post-Test: Part I Real Life Problem Solving Involving Post-Test Sequences: Part II Product or Performance Task Part All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 27. D EPED C OR PY 8 TYPE KNOWLEDGE PROCESS / SKILLS UNDERSTANDING Involving Post-Test Sequences: Part I Illustrating a harmonic sequence Post-Test Sequences: Part I Illustrating a harmonic sequence Post-Test Sequences: Part I Illustrating a harmonic sequence Post-Test Sequences - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 27. D EPED C OR PY 8 TYPE KNOWLEDGE PROCESS / SKILLS UNDERSTANDING Including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 27. D EPED C OR PY 8 TYPE KNOWLEDGE PROCESS / SKILLS UNDERSTANDING Including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 27. 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First editing photocopies - written permission PERFORMANCE Find the common difference, the first trimester, and sum of the given arithmetic and geometric means Find the strong term of the given arithmetic and geometric means Find the strong term of the given scenario on sequence Find the strong term of the given arithmetic and geometric means Find the strong term of an arithmetic and geometric means Find the sum of a sequence Find arithmetic and geometric means Find the sum of the given arithmetic and geometric means Find the strong term of the given scenario on sequence Find the sum of a sequence Find arithmetic and geometric means Find the strong term of the given arithmetic and geometric means Find the sum of a sequence Find arithmetic and geometric means Find the sum of a sequence Find arithmetic and geometric means Find the strong term of the given arithmetic and geometric means Find the sum of a sequence Find arithmetic and geometric means Find the sum of a sequence Find arithmetic and geometric means Find the sum of a sequence Find arithmetic and geometric means Find the sum of a sequence Find arithmetic and geometric means Find the sum of the given arithmetic and geometric means Find the sum of a sequence arithmetic and geometric means Find the sum of a sequence arithmetic and geometric means Find the sum of a sequence arithmetic and geometric means Find the sum of a sequence arithmetic and geometric means Find the sum of a sequence arithmetic and geometric means Find the sum of a sequence arithmetic and geometric means Find the sum of a sequence arithmetic and geometric and geometric means Find the sum of a sequence arithmetic and geometric and geome Part I Elements 1, 2, 7, 9, 11 and 15 1 point for each correct answer Process/Skills 25% Part I Elements 3, 4, 5, 6, 8, 10, 13, 14, 16, 17 and 19 1 point for each correct answer All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 28. D EPED C O PY 9 Evaluation levels What will I evaluate? How will I assess? How will I evaluate? How mill I evaluate? How will I evaluate? How mill I evaluate? problems using the concepts involved in the scenario given Part II Items 1 to 7 Rubric for equations formulated and solved Rubric by the problems raised and solved Criteria: Relevant complex authenticates creative clear insightful formative evaluations that will be used in this unit 1. Conceptual map. It is similar to a Vocabulary Map where students will define the vocabulary or concept given to how they understand it. Then, All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronicates creative clear insightful formative evaluations that will be used in this unit 1. Conceptual map. It is similar to a Vocabulary or concept given to how they understand it. Then, All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronicates creative clear insightful formative evaluations that will be used in this unit 1. Conceptual map. It is similar to a Vocabulary or concept given to how they understand it. Then, All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronicates creative clear insightful formative evaluations that will be used in this unit 1. Conceptual map. It is similar to a Vocabulary or concept given to how they understand it. or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 29. D EPED C or PY 10 will give examples and not examples and not examples and not examples and not examples of the concept. It is a visual vis x (2x 2 + 17x + 8) = 0 5x 2 - 20 = 0 3x 2 = 300 No Examples: x (2x 2 + 17x + 8) = 0 5x 4 = 80 Two motorists started in opposite directions. One motorist traveled 3kph faster than the other. After 1 hour, they were 9.3 miles away or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 30 No Examples: x (2x 2 + 17x + 8) = 0 5x 4 = 80 Two motorists started in opposite directions. One motorist started in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 30 No Examples: x (2x 2 + 17x + 8) = 0 5x 4 = 80 Two motorists started in opposite directions. One motorist started in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 30 No Examples: x (2x 2 + 17x + 8) = 0 5x 4 = 80 Two motorists started in any way or by any means -
electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 30 No Examples: x (2x 2 + 17x + 8) = 0 5x 4 = 80 Two motorists started in the startedD EPED C OR PY 11 3. Carousel method. The teacher will propare a number of problems, each written in a Manila paper and publish them around the room (the number of groups in a class). Each group will solve the problems will depend on the number of groups in a class). Each group will solve the group stopped. Stop. Way to do the Carousel Method is to let the group stopped and the room in the teacher's signal and each group will contribute to solving each published problem as the groups move around the room. 4. Power of four methods. As the name suggests, students will form groups with four members of the group will contributions, and place the strips of paper in the cup. 5. Group game with class points or extra points. Students will vecte the correct answer will receive the correct answer will receive the correct answer on an illustration board (one per group). When the teacher says tables up, the groups to answer the questions the teacher says tables up, the group so ints. The group that will get the most points. The group that will receive the correct answer will receive the correct answer on an illustration board (one per group). When the teacher says tables up, the groups will show their answers. The group that will get the most points. The group that will receive the correct answer on an illustration board (one per group). When the teacher says tables up, the groups to answer on an illustration board (one per group). When the teacher says tables up, the group that will receive the correct answer will receive the correct answer will receive the correct answer on an illustration board (one per group). When the teacher says tables up, the groups will show their answers. The group that will receive the correct answer will receive the correct answer will receive the correct answer on an illustration board (one per group). When the teacher says tables up, the groups will show their answers. The group that will receive the correct answer will receive the correct answer will receive the correct answer on an illustration to a problem. The group that will receive the correct answer will receive the correct answer. The group that will receive the cor module covers key concepts of sequences. It is divided into two lessons, i.e. Arithmetic Sequences and Geometric Sequences and Geometric sequences. Lesson 2 on geometric sequences, i.e. Harmonic sequences and fibonacci. In lesson 1 of this module, students will have activities to help them define a sequences and fibonacci. In lesson 1 of this module, students will find the next terms and the day after a sequence. This lesson 2 on geometric sequences and fibonacci. In lesson 1 of this module, students with exercises to illustrate or define an arithmetic sequence. This lesson deals with arithmetic sequences and fibonacci. In lesson 1 of this module, students will have activities to help them define a sequence. mandate; find their arithmetic means; determine the sum of the first n terms; and use it to formulate and solve problems. Lesson 2 has two parts: Geometric means, will find the geometric sequences. In the first n terms; and use it to formulate and solve problems. Lesson 2 has two parts: Geometric means, will find the geometric means, will find the geometric means, determine the sum of the first n terms; and use it to formulate and solve problems. Lesson 2 has two parts: Geometric means, will find the geometric means, will find the geometric means, will find the geometric sequences. In the first n terms; and use it to formulate and solve problems. Lesson 2 has two parts: Geometric means, will find the geometric means, determine the sum of the first n terms; and use it to formulate and solve problems. Lesson 2 has two parts: Geometric means, the sequences. In all lessons, students will determine the sum of the first n terms of a geometric means, determine the sum of the first n terms; and use it to formulate and solve problems. Lesson 2 has two parts: Geometric means, will find the geometric means, will find the geometric means, determine the sum of the first n terms; and use it to formulate and solve problems. Lesson 2 has two parts: Geometric means, the sequences. In all lessons, students will determine the sum of the different lessons. To introduce the main lesson, present to the students the kabataan kilos stage in the introduction. Discuss with them the means the different lessons. To introduce the main lesson, present to the students the kabataan kilos stage in the introduction. Discuss with them the means the different lessons. To introduce the main lesson, present to the students the kabataan kilos stage in the introduction. Discuss with them the students the kabataan kilos stage in the introduction. Discuss with them the students the kabataan kilos stage in the introduction. Discuss with them the students the kabataan kilos stage in the introduction. Discuss with them the students the kabataan kilos stag situation throughout the following questions: All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Contral Office. First edition, 2015. 32. D EPED C O PY 13 Get answers from students have gone students they realize that they r through the lessons contained in this module, it is expected that: 1. generate and describe patterns using symbols and mathematical expressions; 2. find the next terms and the first term of an arithmetic sequence; 3. define and the onsym of the given sequence; 4. list the next terms of an arithmetic sequence; 5. insert media between two given terms of an arithmetic sequence; 5. insert media between two given terms of an arithmetic sequence; 4. list the next terms and the first term of an arithmetic sequence; 5. insert media between two given terms of an arithmetic sequence; 6. find the next terms and the onsym of the given sequence; 5. insert media between two given terms of an arithmetic sequence; 6. find the next terms and the first term of an arithmetic sequence; 6. find the next terms and the onsym of the given sequence; 6. find the next terms and the onsym of the given sequence; 6. find the next terms and the onsym of the given sequence; 6. find the next terms of an arithmetic sequence; 6. find the next terms and the onsym of the given sequence; 6. find the next terms and the onsym of the given sequence; 6. find the next terms and the onsym of the given sequence; 6. find the next terms and the onsym of the given sequence; 6. find the next terms and the onsym of the given sequence; 7. raise and solve problems related to the arithmetic sequence; 7. raise and solve problems related to the arithmetic sequence; 7. raise and solve problems related to the arithmetic sequence; 7. raise and solve problems related to the arithmetic sequence; 8. define and the onsym of the given sequence; 8. define and the onsym of the given sequence; 8. define and the onsym of the given sequence; 9. define and the onsym of the given sequence; 9. define and the onsym of the given sequence; 9. define and the onsym of the given sequence; 9. define and the onsym of the given sequence; 9. define and the onsym of the given sequence; 9. define and the onsym of the given sequence; 9. define and the onsym of the given sequence; 9. define and geometric sequence; 9. compare geometric and arithmetic sequence; 10. give the onslical and the next terms of the given geometric sequence; 11. Insert the media between two given terms of the given geometric sequence; 12. find the sum of the first n terms of the given terms of the given geometric sequence; 12. find the sum of the first n terms of the given geometric sequence; 13. describe harmonic sequence; 14. Insert the media between two given terms of the given finite or infinite geometric sequence; 13. describe harmonic sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems related to geometric sequence; 14. formulate and solve problems r school, barangay, community or country? Have you ever acknowledged that the numbers given on stage could be mathematically represented in order to reach amounts that create positive change? All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission
from the DepEd Central Office. First edition, 2015. 33. D EPED C OR PY 14 Response Key Part I 1. D 6. An 11. A 16. D 21. C 2. 7. D 12. A 17. C 22. Å three. D 3. D EPED C 0. D 13. B 18. D 23. C 4. A 9. B 14. C 19. D 24. D 5. D.B 10. C 15. A 20. A 25. One II 1. 81 organizations; 120 org This section provides activities that will lead students understand sequences. Lesson 1: Arithmetic sequences, in particular arithmetic sequences, in particular arithmetic sequences, in particular arithmetic sequences. Lesson 1: Arithmetic sequences, in particular arithmetic sequences what to know This section provides activities will help students understanding of the classes in this modu All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 34. D EPED C O PY 15 Tell them that as they go through this lesson, they realize that they realize that recognizing and extending patterns are important skills necessary to understand the concepts of arithmetic sequences. Let them do activity 1 as a springboard for arithmetic sequences. Let them do activity 1 as a springboard for arithmetic sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them do activity 1 as a springboard for arithmetic sequences. Let them do activity 1 as a springboard for arithmetic sequences. Let them do activity 1 as a springboard for arithmetic sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let them about the math skills or principles they used to recognize the pattern are called sequences. Let the math skills or principles they used to recognize the pattern are called sequences. Let the math skills or principles the pattern are called sequences. Let the math skills or principles the pattern are called sequences. Let the math skills or principles the pattern are called sequences. Let the math skills or principles the pattern are called sequences. Let the pattern are called sequences are called sequences are called sequences are called sequences. Let the pattern are called sequences are called sequences are called sequences are called sequences. Let the patte on page 10 of the learner's material, let students make a Vocabulary Map in sequences. After that, students and the reverse of Activity 2. This time, they will be given sets of sequences. Ask them to perform Activity 3. In this activity, students with the opportunity to learn more about sequences and given the general term or the onion. Guide students in obtaining the first term if necessary. Answer key 1. 4. 243; 177 14 2. 20; 36 5. 5; 5 2 3. 16; 26 Answer key 1. 5, 6, 7, 8, 9 4. 3, 9, 27, 81, 243 2. 1, 3, 5, 7, 9 5. 2, 4, 8, 16, 32. 9, 6, 3, 0, 3 and All rights reserved. No part of this material can be reproduced or transmitted in any means - electronic or mechanical including photocopies - without written permission from the Home Office DepEd. First edition, 2015. 35. D EPED C O PY 16 Activity 3: Getting to know you before proceeding to the next activity, allows students to summarize the concepts learned in previous activity to relate or isolate or the opportunity to relate or isolate or the opportunity to relate or isolate or connect these activities with their new lesson which is arithmetic sequences. Tell them to work with their respective groups to complete activity 4. Note: Activity 5. Activity 5. Activity 4. What do we have in common? Ask students to materials such as popsicle stick, tooth collection or straw can be used. Activity 4. Note: Activity 4. Note: Activity 4. Note: Activity 4. Note: Activity 4. What do we have in common? Ask students to materials such as popsicle stick, tooth collection or straw can be used. Activity 4. Note: Activity of a given arithmetic sequence. Activity 7: Summarizing Ask students to do a generalization of the previous activity. Activity 8: The secret of Karl Let students investigate the derivation of the problem. After sharing, tell each pair to answer the questions given in the activity. Note: To avoid wasting time on mating, you can instruct students to choose their seatmate as a partner. Answer key A. 1. 3, 12, 21, 30, 39, 48 6. 17, 14, 11, 8, 5 2. 8, 3, 2, 7, 12. 4, 9, 14, 19, 24 3. 12, 19, 26, 33 8. 4, 0, 4, 8, 12, 16, 4. 2, 11, 20, 29, 38 9. 1, 7, 15, 23, 31, 39, 5. 2, 2, 10, 16, 22, 10. 13, 7, 1, 5, 11, 17, \clubsuit B. 10, 18, 26 Answer key 1. 22 4. 231 2. 35 5. -57 3. -15 All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 37. D EPED C O PY 18 In this section, let students apply the key concepts of arithmetic sequences. Tell them to use the mathematical ideas and examples presented in the previous section to respond to the activity 10: More on Arithmetic sequences Give class points / additional point questions before proceeding to activity 11. Key Answer Think-Pair-Share Questions 1. 101 3. Multiply 101 by 50 2. 50 4. 101 50 500 Key response element numbers 1, 5, 7 and 10 are arithmetic sequences because each has a common difference. Answer key 1. 99 6. 15 2. 17; 31d to x y and to are arithmetic sequences because each has a common difference. Answer key 1. 99 6. 15 2. 17; 31d to x y and y ary or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 38. D EPED C O PY 19 Activity 11: What can be inserted? Tell them to complete activity 4 with a partner. Activity 12: SUMthing to Do Answer Key A. 1. 17 6. 1, 2, 5, 2. 18, 30, 42 7. 14, 12, 10, 3. 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. 8 3 2. 0 5. 2. 3, 55; 25.B. 1. 46 4. electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 39. D EPED C O PY 20 What to reflect on and understanding of the lesson by doing the activity, beyond the basics. They will work in their respective groups to complete the activity 13: Beyon S I 6. A. Day 1 2 3 4 5 No. 20 30 40 50 60 b. Let n = number of days; na mumber of participants Then 10 10th y = 0 and y = students also if there are concepts or ideas about arithmetic sequence that should be clarified. Activity 14: Reality Series Give students opportunities and enough time to demonstrate understanding of the arithmetic sequence by innovating a reality series. Use the rubric for the written report on the situation of the arithmetic sequences and their sequence by innovating a reality series. Use the rubric for the written report on the situation of the arithmetic sequences and their sequences and their sequences are concepts about arithmetic sequences are concepts about arithmetic sequences in particular, arithmetic sequences and their sequences are concepts about arithmetic sequences are concepts about and arithmetic sequences are concepts about arithmetic sequences are concepts about are concepts about arithmetic sequences are concepts about arithmetic sequences are concepts about arithmetic sequences are concepts about are concepts about arithmetic sequences are concepts about are concepts about are concepts about are concepts about and arithmetic sequences are concepts about are applications in real life. The lesson provides students with opportunities to illustrate sequences and arithmetic sequences and arithmetic sequences using practical situations. In addition, they are given the opportunity to create problems in sequences and other sequences and arithmetic sequences using practical situations. In addition, they are given the opportunity to create problems in sequences and arithmetic sequences and arithmetic sequences and arithmetic sequences
and arithmetic sequences using practical situations. In addition, they are given the opportunity to create problems in sequences and arithmetic sequences and arithmetic sequences and arithmetic sequences and other sequences and other se provides activities that will introduce students to the key concepts of geometric and other sequences. Also tell them that as they go through this lesson, they will learn three more types of sequences. Also tell them that as they go through this lesson, they will learn three more types of sequences. Also tell them that in this lesson, they will learn three more types of sequences. Also tell them that in this lesson, they will learn three more types of sequences. Also tell them that in this lesson, they will learn three more types of sequences. Also tell them that as they go through this lesson, they many mathematical ideas and real-life situations? Start your lesson by remembering arithmetic sequences. Also tell them that in this lesson, they many mathematical ideas and real-life situations? as a springboard for the geometric sequence. All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 42. D EPED C O PY 23 Activity 1: Divide and conquer reiterate to students the importance of the concept of relationship to better understand the next sequence. With your partner, let them complete activity 2: Activity 2: Bend me to te geometric sequences, allow them to respond orally Activity 3. Encourage maximum participation of students at this point. Answer key 1. 4 6. 1 7 # 2. 3. 7. 2 3. 1 2.8. a 4. 2 9. 1 k / 5 . 1 3 10. r Answer key 3. Table completed Square units; 16 reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 43. D EPED C O PY 24 Activity 3: I will tell you what you are before proceeding to the next activity, students compare and contrast arithmetic activity. Students compare and contrast arithmetic activity 3: I will tell you what you are before proceeding to the next activity. Students compare and contrast arithmetic activity 3: I will tell you what you are before proceeding to the next activity. Students compare and contrast arithmetic activity 3: I will tell you what you are before proceeding to the next activity. Students compare and contrast arithmetic activity 3: I will tell you what you are before proceeding to the next activity. Students compare and contrast arithmetic activity 3: I will tell you what you are before proceeding to the next activity. Students compare and contrast arithmetic activity 3: I will tell you what you are before proceeding to the next activity. Students compare and contrast arithmetic activity 3: I will tell you what you are before proceeding to the next activity. Students compare and contrast arithmetic activity 3: I will tell you what you are before proceeding to the next activity. Students compare and contrast arithmetic activity. Students compare activity active activity. Students compare activity ac ctivity 5, take students to the definition of geometric means. Let them study the example, then give them 2 or 3 exercises about it. Then, in their respective groups, let them guide through Activity 6 to determine the formulas for geometric and infinite geometric sequence sums. Activity 6 to determine the formulas for geometric sequence sums. Activity 6 to determine the formulas for geometric sequence sums. Activity 6 to determine the formulas for geometric sequence sums. Activity 6 to determine the first equation: 4 81 27 9 3.5 � � �**∮** Щ ଔ ∰ 4 1 27 9 3 1 3 S 2 80 120 3 S M D M Part 3: 1S 2S 3S 4S 5S 2 6 14 30 62 Answers in Questions Guide 1. 2nd M 2. nS increases without limit. If n is weird and negative if n is vereases without limit. If n is uniform, the nS values increases without limit. 3. The sequence has no finite sum. All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 45. D EPED C O PY 26 Briefly remember arithmetic and geometric sequences and let them study the given examples. Let's briefly remember the details of the four sequences activity 1 of What to process. What to process In this section, let students apply the key concepts of the geometric sequence. Tell them to use the mathematical ideas and examples previous section to respond to the activity 9. Not even 2. AS; 6d at 7. GS; 1 f r at 4 & G AS: 40 6. HS: 1 8 2. GS: 1 243 7. AS: 14 2 3. GS: 1 243 7. AS: 14 2 3. GS: 1 8. HS: 6 35 4. FS: 89 9. GS: 486 5. AS: 7 4 10. GS: 8 125 All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition. 2015. 46. D EPED C O PY 27 Activity 3. Then give the items in activity 4. Then give the items in activity 3. Then give the items in activity 4. Then give the items in activity points or extra points. Activity 10: Find key geometric means of response 1. 05 1500a 2. From 5 2 1 1 6 1, then 3. Therefore, 96.a r a re geometric media are 24, 36, 54. 3, 2 IN secondaria de la construction de la constru If 1 ,r k 🗰 then the geometric average is 1. If 1 ,r k 🗰 then the geometric mean is 1. D. Let m, 2, 3, n be the geometric sequence. Then, 3 . 2 r 📾 So, 3 4 3 9 2 and 3 . 2 3 2 2 m n 📾 🗆 H and 3 24.a b 🗑 and 3 . 2 3 2 2 m n 📾 🗆 b and 3 . 2 3 2 2 m n 📾 and way. Let 1 6th $\hat{\blacksquare}$ and 3 24.a b $\hat{\blacksquare}$ and 3 . 2 3 2 2 m n $\hat{\blacksquare}$ is necestric average is 1. If 1 ,r k $\hat{\blacksquare}$ then the geometric sequence (variables may vary). Let 1 6th $\hat{\blacksquare}$ and 3 24.a b $\hat{\blacksquare}$ and 3 24.a b $\hat{\blacksquare}$ and 3 24.a b $\hat{\blacksquare}$ and $\hat{\blacksquare}$ an or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 48. D EPED C O PY 29 Activity 11: Sum of terms in a geometric sequences. What to reflect on and understand asking students to approach some aspects of geometric sequences. Briefly discuss the questions that are still on your mind, if any. Provide them with opportunities to think opportunities to think and understand asking students to approach some aspects of geometric sequences. What to reflect on and understand asking students to approach some aspects of geometric sequences. What to reflect on and understand asking students to approach some aspects of geometric sequences as were key A. 1. 484 B. 1. 256 3 C. 484 2. 63. 2. 1 2 D. I at a store aspective groups to complete this activity. Activity 12: More problems in geometric sequences and understand does not exist from 1. I are sponse code 1. Concept Web - Response may vary for each group. Geometric sequence All rights reserved. No part of this material complete this activity. Activity 12: I at a store aspective groups code 1. Concept Web - Response code 1. Concept W attended 4 8 16 32 64 128 256 b) Formula: 🐠 🔢 1 4 2 n = 🗰 To check: 🚸 🎚 🚸 🖩 🕸 To check: 🍕 📾 C O PY 31 Before the students move to the next section of this lesson, acquire training by group (the Carousel Method). Then ask volunteers to play their respective personal experiences that reflect the applications of geometric sequences and others by doing a practical task. Give each group enough time to present their respective performance of each group enough time to present their and others and their applications in real life. The lesson acquire training assessments, let students answer a questionnaire about this lesson. What is respective performance of each group enough time to present their and others and their applications in real life. The lesson provided students with opportunities to illustrate geometric sequences and others using practical task. the submative test provided in this module or you can make your own that is parallel to the summative test provided. All rights and other concepts and other summative test provided in this module or you can make your own that is parallel to the summative test provided. All rights and their mathematical principles previously learned will help them complete the test by adding up with good grades. Manage the summative test provided in this module or you can make your own that is parallel to the summative test provided. All rights and other concepts and their mathematical principles previously learned will help them complete the test by adding up with good grades. Manage the summative test provided. All rights and their mathematical principles previously learned will help them complete the test by adding up with good grades. Manage the summative test for this module or you can make your own that is parallel to the summative test for this module. You can use the summative test for this module or you can make your own that is parallel to the summative test for this module. You can use the summative test for this module or you can make your own that is parallel to the summative test for this module. reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 51. D EPED C O PY 32 SUMMA TEST Part 1 Choose the card you think best answers the question. 1. What is the next term in geometric sequence 324, 108.36? A. 4 4, C. 12, D. 12 2. Find the common difference in the arithmetic sequence 6 10 1, 2, 3, ... 4 4 A. 1 4 B. 3 4 C. 1 2 D 3 2 3. What set numbers is an example of a harmonic sequence? A. 6 13 9 5 2, 1,
1, 11 15 19 23 C. 1 1 1, ., 3 9 27 81 B. 1, 1, 2, 4 2 # D. 2 2 2 2, ., , 3 5 7 4. What is the sum of all uniform integers between 12 and 9, find the first of these arithmetic media are inserted between 12 and 15 2, look for the third of these geometric media. A. 60 A. 30 C. 15 D. 1 7. What is the next term of the harmonic sequence 1 1, ., ? 6 2 2 D A. 1 3 B. 1 4 C. 1 5 D. 1 6 8. What arithmetic sequence term 5, 9, 13, 17, ... Is it 401? A. 99th quarter C. 111th quarter C. 112th term All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 52. D EPED C OR PY 33 9. What is the 7th term of the geometric sequence 2 2 10, 2, , 5 25 ...? A. 2 125 B. 2 625 10. The first term of the geometric sequence 2 2 10, 2, , 5 25 ...? A. 2 125 B. 2 625 10. The first term of the geometric sequence 4 2 10, 2, , 5 25 ...? A. 2 125 B. 2 625 C. 2 3125 D. 2 15 625 D. 2 625 C. 2 3125 D. 2 15 625 D. 2 625 D material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - withou written permission from the DepEd Central Office. First edition, 2015. 53. D EPED C OR PY 34 19. What is k so that 3, 2, 3 k a geometric sequence? A. 15 D. 13 4 D. 13 4 20. A culture of bacteria doubles every 2 hours. If there are 500 bacteria at first, how many bact sample of ore containing 500mg of radioactive material. It was discovered that the radioactive material has half a lifetime of 1 day. How much of the radioactive material will be present after 7 days? A. 3.9 mg B. 7.8 mg C. 15.6 mg D. 31.2 mg 24. A screw crawls directly through a wall. The first hour goes up 12 inches, the second hour goes up 12 inches, the second hour goes up 12 inches, and every hour you succeed, it goes up 0 nly three quarters the distance you climbed the previous hour. How first hour goes up 12 inches, and every hour you succeed, it goes up 12 inches, and every hour you succeed, it goes up 12 inches, and every hour you succeed, it goes up 14 inches, the second hour goes up 14 inches, th 729 256 D. 14 197 256 25. Aling Puring's 24-hour convenience store opened eight month ago. The first month made a profit of Php3,000. Each month afterwards, its profit was 20% higher than the previous month. How much profit did Aling Puring make during his eighth month of business? A. Php10.739.5424 B. Php10.739.5424 permission from the DepEd Central Office. First edition, 2015. 54. D EPED C O PY 35 Part II Read and understand the situation then respond or act as directed. Piso Lang Po During the first day of school in January, his adviser suggested an outreach program as his last activity for this school year. His class decided to visit an orphanage, and give them a simple children's party. You decided then that for 40 school in January, his adviser suggested an outreach program as his last activity for this school year. His class decided to visit an orphanage, and give them a simple children's party. You decided then that for 40 school days, students could put any amount in the Piso box. That day, someone put a peso in the box. Then Php10 was added to the box on the second day, Php19 on the third day, and so on. The amount of money added to the piso box is increasing this way throughout the 40-day period. 1. Suppose, being a very excited student, you want to find out how much money in the box instead of the piso box is increasing this way throughout the 40-day period. 1. Suppose the 29th is your birthday and you decide to put money in the box after n days. 3. Suppose the 29th is your birthday and you decide to put money in the box instead of the piso box is increasing this way throughout the 40-day period. 1. Suppose the correct amount to the box after n days. 3. Suppose the 29th is your birthday and you decide to put money in the box instead of the piso box is increasing this way throughout the 40-day period. 1. Suppose the 29th is your birthday and you decide to put money in the box instead of the piso box is increasing this way throughout the 40-day period. 1. Suppose the 29th is your birthday and you decide to put money in the box after n days. 3. Suppose the 29th is your birthday and you decide to put money in the box instead of the piso box is increasing this way throughout the 40-day period. 1. Suppose the 29th is your birthday and you decide to put money in the box instead of the piso box is increasing this way throughout the 40-day period. 1. Suppose the 29th is your birthday and you decide to put money in the box instead of the piso box is increasing this way throughout the 40-day period. 1. Suppose the 29th is your birthday and you decide to put money in the box instead of the piso box is increasing the pisot box is increas treating your friends to some snacks. Out of curiosity, you want to know how much money is in the box on that day. What is this amount? 4. Suppose you are the treasurer of the class and want to introduce him to his colleagues a lot of money you could use for outreach activity after 40 days, how could you explain it to them? 5. After listening to the treasurer's report, you will find out how much money will find out how much money will be put in the box on the 50th. Knowing this, introduce him to his colleagues a lot of money you could use for outreach activity after 40 days, how could you explain it to them? 5. After listening to the treasurer's report, you will find out how much money will be put in the box on the 50th. Knowing this, introduce him to his colleagues a lot of money will be put in the box on the treasurer's report, you will find out how much money will be put in the box on the treasurer's report, you will find out how much money will be put in the box on the 50th. Knowing this, introduce him to his colleagues a lot of money will be put in the box on the 50th. Knowing this, introduce him to his colleagues a lot of money will be put in the box on that day. What is this amount? 4. Suppose you are the treasurer's report, you will find out how much money will be put in the box on the 50th. Knowing this, introduce him to his colleagues a lot of money will be put in the box on the 50th. Knowing this, introduce him to his colleagues a lot of money will be put in the box on the 50th. Knowing this, introduce him to his colleagues a lot of money will be put in the box on the 50th. Knowing this, introduce him to his colleagues a lot of money will be put in the box on the 50th. Knowing this, introduce him to him t be able to give a very memorable party to orphans. How will the calculations be displayed? All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Contral Office. First edition, 2015. 55. D EPED C O PY 36 Rubric for Formulated and Resolved Equations are well formulated and resolved correctly. The equations are well formulated and Resolved Equations are well formulated and resolved correctly. The equations are well formulated and Resolved Equations are well formulated and resolved correctly. The equations are well formulated and Resolved Equations are well formulat well formulated but not resolved correctly. The equations are well formulated but not solved. A s. B 4. B.B. (in English). B 9. C 14. C 19. C 2. C 7. D 12. A 17. B 22. A 3. An 8. B 13. An 18. A 23. B 4. B.B. (in English). B 9. C 14. C 19. C 24. C 5. D 10. A 15. C 20. B 25. Fart II 1. Arithmetic sequence 2. Image: A monometry and then Image: A monometry and the sequence and b such that 1 2,, ka m m m bis an arithmetic sequence 2. Image: A monometry and b such that 1 2,, ka m m m bis an arithmetic sequence A rithmetic sequence A sequence where each term after the first is obtained by adding the same constant the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant the first is obtained by adding the same constant t common difference – a constant added to each term of the sequence to obtain the next term of the common sequence – a sequence to obtain the next term of the sequence – a sequence to obtain the next term of the common sequence – a constant multiplied in each term, thereafter, is obtained by adding the previous two terms. Finite sequence to obtain the next term of the sequence – a sequence to obtain the next term of the common sequence – a constant multiplied in each term, thereafter, is obtained by adding the previous two terms. 2, , , ..., ka m m m b is a geometric sequence Geometric sequence - a sequence - a sequence - a sequence in such a way that the reciprocal of the terms form an infinite arithmetic sequence - a sequence (from (from (from (a function
whose domain is the finite established **1**, 2, 3, ..., n or the infinite set **1**, 1, 2, ..., or the infinite set **1**, 1, 2, ..., n or the infinite arithmetic sequence - a sequence where each term after the first is obtained by multiplying the previous term by the same constant harmonic sequence - a sequence (from (from (a function whose domain is the finite established **1**, 2, 3, ..., n or the infinite set **1**, 1, 2, 3, ..., n or the infinite arithmetic sequence - a sequence in such a way that the reciprocal of the terms form an infinite arithmetic sequence - a sequence of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 57. D EPED C O PY 38 References and other reading materials Colonel, I.C. et al (2013). Intermediate algebra. Philippines: Scoreboard. De Sagun, P.C. (1999) Dynamic Mathematics III. 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Internet Sources Sequences- 01.html understanding of the key concepts of polynomials and polynomials and polynomial equations. Performance standard: The traine is able to formulate and solve problems related to polynomial equations Learning Skills 1. Perform polynomial equations through appropriate and precise representations. Unpacking the rules for understanding the subject: Mathematics 10 Trimester Topic: Polynomial equations Learning Skills 1. Perform polynomials and polynomial equations through appropriate and precise representations. Unpacking the rules for understanding the subject: Mathematics 10 Trimester Topic: Polynomial equations Learning Skills 1. Perform polynomial equations through appropriate and precise representations. division using long division and synthetic 2. Demonstrate the theorem of the rest and Theorem 3. Polynomial factor 4. Illustrate polynomial factor 4. Illustrate polynomial equations 5. Try the rational root theorem 6. Solve problems related to polynomial equations and polynomial equations 5. Try the rational root theorem 6. Solve problems related to polynomial equations and polynomial equations will understand that polynomial equations 5. Try the rational root theorem 3. Polynomial equations 5. Try the rational root theorem 6. Solve problems related to polynomial equations 7. Solve problems related to polynomial equations and polynomial equations and polynomial equations for solving? All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the bearch for solutions and in decision making for certain real life problems. B. Product Planning Evaluation/Performance The following are the products and actions that students are expected to present in this module: 1. Review of polynomials and their division 2. Bividing a polynomial by a binomial or a trinomi by means of synthetic division 3. Write a quotient in the form R x Q x D x () () 4. Divide a polynomial is division 5. Design of models illustrating the theorem of the rest, we theorem of the factor, and the rational root theorem 6. Write a story or a mathematical problems that illustrates and applies polynomial and polynomial and polynomial equations using synthetic division, the theorem of the rest, the theorem of the rest, the theorem of the rational root theorem 10. Use of polynomial and polynomial equations to solve real life problems All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 60. D EPED C O PY PY 41 Assessment Map TYPE KNOWLEDGE PROCESS/SKILLS UNDERSTANDING PERFORMANCE Pre- Evaluation / Previous Diagnosis Test: Part I Identification of polynomial is divided by a binomial pre-test: Part I Application of the Rest Theorem, the theorem of the factor, and the realization of the task Pre-Test: Part II Situation analysis Making a model to solve the required quantity using the appropriate mathematical equations, formula or tools used to solve the required to solve the requi Comparing a polynomial with one citing non-polynomial examples citing examples and not examples of polynomial by another to division on polynomials identifying the division on polynomial by another of division in the form of synthetic division Lesson 1 Dividing one polynomial by another polynomial by another polynomial by another polynomial by another polynomial division on polynomial by another polynomial by anoth through the guided approach Lesson 1 Understanding and solving real-life problems involving polynomial factor Lesson 2 Polynomial expressions through synthetic division through synthetic division and theorem factor in a divisional factor Lesson 2 Demonstrating the theorem factor in a divisional problem Recognizing whether or not a binomial is divided by a binomial lesson 2 Polynomial factor Lesson 2 Demonstrating the theorem of the rest and theorem factor in polynomial expressions through synthetic division and theorem factor in solving problems real-life problems real-life Lesson 2 Demonstrating the theorem of the rest and theorem factor in polynomial factor Lesson 3 Demonstrating the theorem of the rest and theorem factor in solving problems Real Life Lesson 3 Undertifying the Degree of a Polynomial Equation Lesson 3 Resolution for the Roots of Polynomial Equation Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation Lesson 3 Resolution for the Roots of Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undertifying the Degree of a Polynomial Equation is true or not Lesson 3 Undert may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the pountial equation given Name of the equation given Name of the equation given Name of the main coefficient and the constant term in a equation given Name of the equation g conditions Creating polynomial equations given the roots of the equation Modeling a real situation through polynomial requations Summative Post-Test : Part I Differentiating a polynomial from an algebraic expression Comparing a polynomial is a factor of a Polynomial equation s function of a voition through polynomial is a factor of a polynomial equation of division Identifying the division Identifying the division Identifying the rest in a problem of division Identifying the division Identifying the rest in a problem of division Identifying the rest is a polynomial is a factor of a Polynomial is a factor of a polynomial equation of polynomial equations for a polynomial equation of polynomial is post-Test : Part I Dividing a polynomial equation of real life problems involving polynomial expressions through synthetic division through the rest when a polynomial expression of the rest and theorem of the rest and factor applying the theorem of the rest and the theorem of the rest and the theorem of the factor in solving real life problems analyzing whether a statement involves polynomial equation is true or not after the test : Part I Understanding and solving real-life problems involving polynomial equation is true or not after the test : Part I Understanding and solving polynomial expressions using synthetic division through polynomial equations All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. May 63 2018 D EPED C O PY 44 TYPE KNOWLEDGE PROCESS/SKILLS UNDERSTANDING PERFORMANCE Identifying the main coefficient and the constant term in a polynomial equation divided by a binomial equations given the roots of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of the task Post-Test equations. Part II Situation
Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial events of polynomial equations. Part II Situation Analysis Using appropriate events of polynomial events of polynomial events of po mathematical tools to solve : Analysis of Part II Explanation of the adequacy of mathematical equations, formulas or tools used in solving the Post-Test problem: And polynomial and polynomial equations of the application of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical solutions formulas or tools used in solving the terperoduced or transmitted in any way or by any means - electronic or mechanical solutions formulas or tools used in solving the equations formulas or tools used in solving the application of polynomial solve : Analysis Making a Model with Appropriate Mathematical Solutions Auto-Assessment Journal that expresses understanding of the application of the applica including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 64. D EPED C O PY 45 Summary Assessment Levels What will I evaluate? How will I escore? Knowledge 15% The apprentice demonstrates the understanding of the key concepts of polynomial division using long division and synthetic division beneform polynomial division and synthetic division and synthetic division beneform polynomial division and synthetic division and synthetic division beneform polynomial division and synthetic division beneform polynomial division and synthetic division and synthetic division beneform polynomial division and synthetic division and synthetic division beneform polynomial division and synthetic division beneform polynomial division and synthetic division beneform polynomial division and synthetic division and synthetic division beneform polynomial division and synthetic division and synthetic division beneform polynomial division beneform polynomial division beneform polynomial division and synthetic division beneform polynomial diterating theorem Solve polynomial equations Solve problems involving polynomials and polynomials and polynomial equations Paper and Pencil Test Part I: Elements 1, 2, 3, 6 and 7 1 point for each correct answer Product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% Part I: Articles 10, 12, 13, 15, 17, 18, 21, 23, 20, and 29 1 point for each correct answer Product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% Part I: Elements 1, 2, 3, 6 and 7 1 point for each correct answer Product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly investigate the mathematical relationship in various Solve product/ Performance 30% The learner is able to thoroughly and the performance 30% The learner is able to thoroughly and the performance 30% The learner is able to thoroughly and the performance 30% The learner is able to thoroughly and the performance 30% The learner is able to thoroughly and the performance 30% The learner is able to t real-life situations using a variety of Second Part strategies : Article 1 Rubric (See the material learning phage 56) C. Planning for teaching-learning This module covers key concepts of polynomial Equations. It is divided into three lessons, namely: Polynomial Equations. It is divided into three lessons, namely: Polynomial Equations. It is divided into three lessons, namely: Polynomial sand polynomial Equations. All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 65. D EPED C O PY 46 In Lesson 1, students will perform the polynomial is divided by (x – r). They will also be given the opportunity to demonstrate the rest the orem and the Theorem factor. In Lesson 3, students are given the oplynomials and polynomial equations, demonstrate the Rational Root Theorem, and solve problems related to polynomials and polynomials an polynomial equations by showing students the images of the Learning Module, then asking the questions that follow. Objectives After the students have gone through the lessons contained in this module, it is expected that: 1. perform the polynomial equations; and solve problems related to polynomial equations; and solve problems related to polynomial equations; 4. Illustrating polynomial equations; and solve problems related to polynomial equations; and solve problems related to polynomial equations; 5. demonstrate rational root theorem; and 6. solving polynomial equations; 5. demonstrate rational root theorem of the rest and theorem of the rest a equations. All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 66. D EPED C O PY 47 PRE-EVALUATION Diagnosis of previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and understanding of mathematical concepts related to polynomial equations by administration of the Learning Module Previous knowledge, skills and polynomial equations by administration of the Learning Module Previous knowledge, skills and polynomial equations by administration of the Learning Module Previous knowledge, skills and polynomial equations by administration of the Learning Module Previous knowledge, skills and polynomial equations by administration of the Learning Module Previous knowledge, skills and polynomial equations by administration of the Learning Modul data for the teacher to effectively plan their lessons. Key Answer Part I 1. A 6. An 11. B 16. A 21. D 26. D 2. B 7. B 12. D 17. C 22. A 27. D 3. An 8. D 13. D 18. B 23. C 48. C 4. C 9. C 14. A 19. D 24. C 29. C 4. C 9. C 14. A 19. D 24. C 29. C 4. C 9. C 14. A 19. D 24. C 29. C 14. D 17. C 22. A 27. D 3. An 8. D 13. D 18. B 23. C 48. C 4. C 9. C 14. A 19. D 24. C 29. C 14. A 19. D 24. C 19. C 14. A 19. D 24. C problems related to polynomial equations through adequate and accurate representation and justify the usefulness of polynomials to deal with real-life problems. Lesson 1: Division of Algebraic expressions: 1. Remember the following topics: Develous and polynomials and polynomials and polynomials to deal with real-life problems. Lesson 1: Division of Polynomials and polynomials an any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 67. D EPED C O PY 48 Depression Discuss the definition of a polynomial expression P(x). See page 59 of the LM. Discuss the definition of Activity 1: Recognize the answer key of difference possible reasons 1. A polynomial expression P(x). See page 59 of the LM. Discuss the definition of Activity 1: Recognize the difference possible reasons 1. A polynomial expression P(x). See page 59 of the LM. Discuss the definition of Activity 1: Recognize the difference possible reasons 1. A polynomial expression P(x).
should not have a variable in Denominator. 2. x3 2 2 7% V Variables in a polynomial expression should not have fractional expression should not have regative exponents. 3. x2 Variables in a polynomial expression should not have fractional expression must not have fractional expression should not have fractional expression must not have fractional expression should not have fractional expression must not have fractional expression should not have fractional expression must not have fractional expression should not have fractional expression from the concept of division, tell them to work individually on activity 2: Divide and write. Activity 2: Split and write the answer key 1. 29 ÷ 5 = 5 4 5 % 29 = 5 (5) + 4 2 . 34 ÷ 7 = 7 6 4 * 0 34 = 4 (7) + 6 x 2 (5) (9 1) (4) **Y** * • • A polynomial expression must not have a variable with negative exponents. • 2 1 x All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 68. D EPED C OR PY 49 3. 145 ÷ 11 = 11 2 13 * 0 145 = 13 (11) + 2 4. 122 ÷ 7 = 7 3 17 * 0 122 = 17(7) + 3 5. 219 ÷ 15 = 15 9 14 * 0 219 = 10 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 2 (11) + 14(15) + 9 4. Provide an independent practice of polynomial division using Activity 3: Divide and write in shape. Activity 3: Divide and write in shape. Activity 4: Find the divider, division through activity 4: Find the divider, dividend and quotient using the synthetic division through activity 4: Find the divider, dividend and quotient using the synthetic division through activity 4: Find the divider, dividend and quotient using the synthetic division through activity 4: Find the divider, dividend and quotient using the synthetic division 1 respected to 3 2 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 2 5 3 2 4 - 1) Dividend: 5x3 + 3x - 8 Quotient: 5x2 + 5x + 8 2. Divider: (x + 2) Dividend: x4 + 5x3 + 2x2 + 7x + 30 Quotient: x3 + 3x2 - 4x + 15 All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 69. D EPED C OR PY 50 3. Dividend: (x + 2) Dividend: 2x3 - 54 Quotient: (x + 2) Dividend: (x + 3) Dividend: (x + 2) Dividend: (x + 2) Dividend: (x + 2) Dividend: (x + 3) Dividend: (x + 2) Dividend: (x + 2)5) Divident: 2x3 + x2 - 7x - 240 Quotient: 2x3 + x2 - 7x - 240 Quotient: 2x2 + 11x + 4 6. To test and firm the initial understanding of synthetic division, allow them to work individually in activity 5: Coincidence of a problem with their synthetic counterpart. Activity 5: Divide the polynomial division problem with their synthetic counterpart 7. Deepen students' understanding of synthetic division, allow them to work individually in activity 5: Coincidence of a problem of polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem of synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with the polynomial division problem with their synthetic division, allow them to work individually in activity 5: Divide the polynomial division problem with the polynomial division problem w 1. 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Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quotient: $x^3 - 5x^3 + 7x - 1$ Subtraction: 0 5. Quot 72 7x xx xx x2 7x xx 2 7x xx 2 7x xx 2 7x xx 7x x 7x x 1 cm2 5. x x 12 7 2 3 1212 7x 7 2 3x 3 3 7 2 3 2 3x 3 3 7 2 3 7 2 32 3 units 6. (2x + 3) km/h 7. y4 74 7 pesos All rights reserved. No part of this material may be reproduced or transmitted in any way or by any means - electronic or mechanical including photocopies - without written permission from the DepEd Central Office. First edition, 2015. 71. D EPED C O PY 52 10. To evaluate students' understanding of the polynomial division, use activity 9: Resolve and express in polynomial form. Activity 9: Resolve and express in polynomial form answer key 1. r x x x 2 24 2 8 15 x 2 2 4 2 8 15 x x 2 x 2 x 2 8 15 x x 2 2 4 2 8 15 x x 2 x 2 8 15 x x 2 x 2 x x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x 3 7 x x
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