

**Notre Dame High School**

**220 Jefferson Street**

**Fairfield, CT 06825**

**June 2018**

Dear Parent(s)/Guardian(s) and Algebra II Students,

Mathematics is the gateway to all college and career opportunities. As stated by the National Research Council:

“Students today are growing up in a world permeated by mathematics. The technologies used in homes, schools, and the workplace are all built on mathematical knowledge. Many educational opportunities and good jobs require high levels of mathematical expertise.”

In an effort to build a strong foundation for high school math skills and to improve student success in Algebra II students are required to complete the enclosed Summer2018 Math packet. The problems in this packet will review key math skills from previous math courses, and will better prepare students for the new concepts of Algebra II.

**Summer Packet Guidelines:**

**No calculators are to be used to solve problems.**

- All work must be done in pencil and shown under each problem.
- Summer packets for Algebra II are due Friday August 31, 2018.
- After reviewing packets, the teachers of these classes will know which preliminary skills need to be reviewed with the students.

The teachers of the Mathematics Department are available after school for extra help. I encourage all students to take advantage of working with their own teacher so the teacher can fully assess their knowledge of mathematics.

Please feel free to email me with any concerns or questions over the summer. I will be doing day trips during the summer but will get back to you within a few days of your email. You may reach me at: [szembrzuski@notredame.org](mailto:szembrzuski@notredame.org) In the subject area indicate Algebra II.

Sherrie Zembrzuski

Math Department Chairperson

# SUMMER MATH PACKET

## NOTRE DAME HIGH SCHOOL

### ALGEBRA II

CP



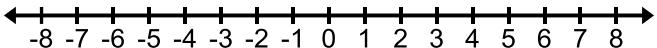
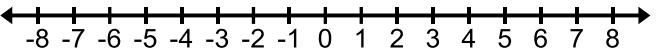
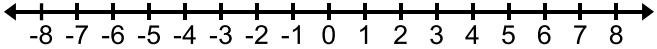
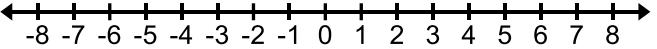
**The examples on the following pages are to be completed and handed into your teacher on Friday, August 31, 2018. This will aid the teachers of these classes to give focus to mathematical concepts that will be necessary for this class.**

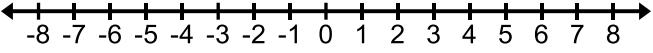
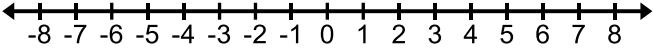
Name \_\_\_\_\_

SOLVE EACH OF THE FOLLOWING. SHOW ALL WORK. IF YOU DO NOT SHOW THE WORK YOU WILL NOT RECEIVE THE CREDIT.

|                          |                             |
|--------------------------|-----------------------------|
| 1). $x - 48 = 110$       | 2). $29 = a + 5$            |
| 3). $\frac{1}{2}t = -8$  | 4). $14y - 6y = 48$         |
| 5). $32 = 12 + 4(z - 1)$ | 6). $5(x + 2) - 7 = 5x + 3$ |

SOLVE EACH OF THE FOLLOWING. GRAPH THE SOLUTIONS ON THE NUMBER LINE PROVIDED. SHOW ALL WORK.

|  |  |
|--|--|
| 7). $26 < x + 31$<br>   | 8). $-4x < -24$<br>        |
| 9). $2x + 6 \geq 2$<br> | 10). $-2(x - 5) < 4^2$<br> |

|  |  |
|--|--|
| 11). $-8 \leq c - 3 < -1$<br> | 12). $a - 6 < -4$ or $a - 1 > 5$<br> |
|--|--|

13). Give the domain and range for each relation. Tell whether the relation is a function or not.

$$\{(3,4), (-1,2), (2, -3), (5,0)\}$$

Domain \_\_\_\_\_

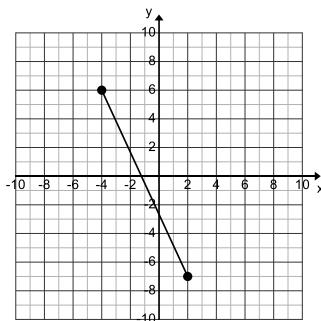
Range \_\_\_\_\_

Function ? (Yes or No) \_\_\_\_\_

14). Using the graph below, determine both the domain and the range:

DOMAIN \_\_\_\_\_

RANGE \_\_\_\_\_



15). Determine the domain and range of the relation below:

|   |   |   |   |   |
|---|---|---|---|---|
| x | 1 | 2 | 3 | 4 |
| y | 2 | 2 | 5 | 6 |

Domain: \_\_\_\_\_

Range \_\_\_\_\_

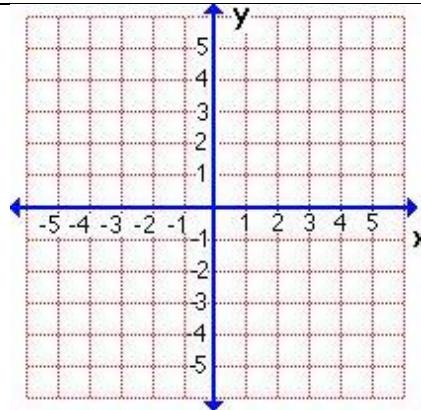
16). Determine a relationship between the x and y variables. Write an equation.

|   |   |   |    |    |    |
|---|---|---|----|----|----|
| x | 0 | 1 | 2  | 3  | 4  |
| y | 0 | 5 | 10 | 15 | 20 |

Equation: \_\_\_\_\_

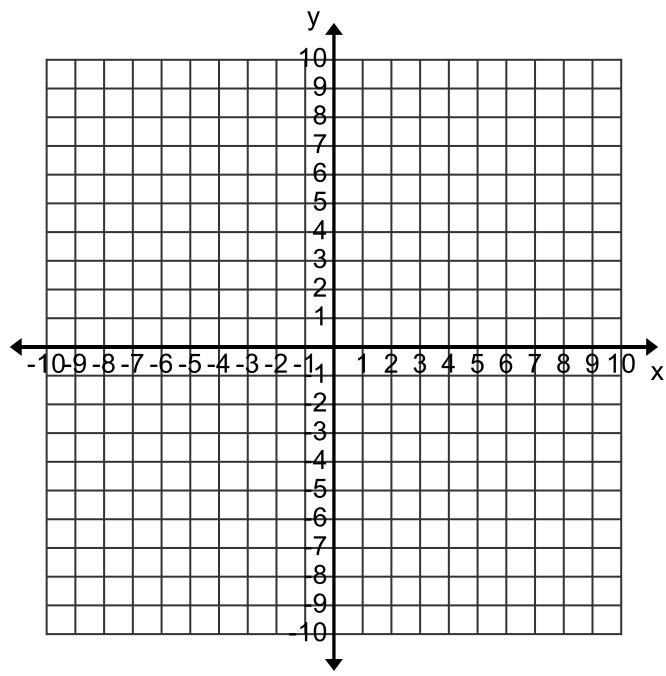
17). Graph the function:  $y = 2|x|$

D:  $\{-2, -1, 0, 1, 2\}$



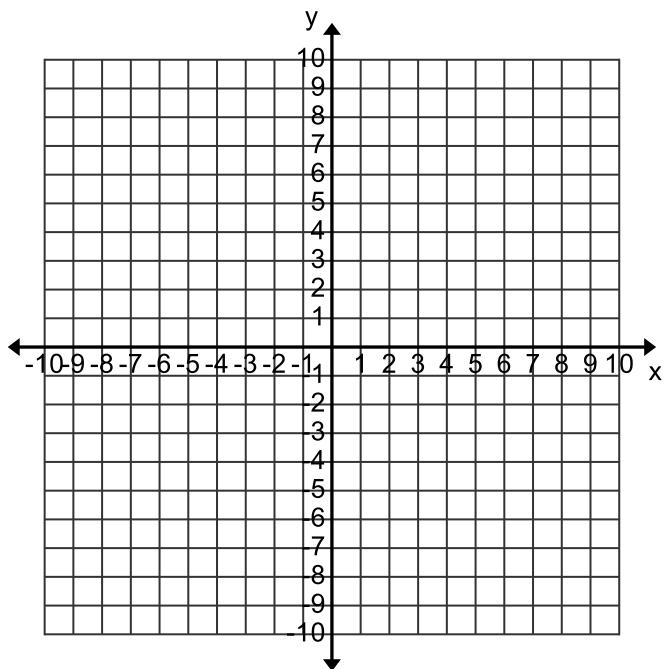
18).  $-2x + y = 2$

D:  $\{-2, -1, 0, 2\}$



19). GRAPH THE LINE  $-3x + 2y = -4$   
BY COMPLETING THE CHART AND  
GRAPHING THE POINTS

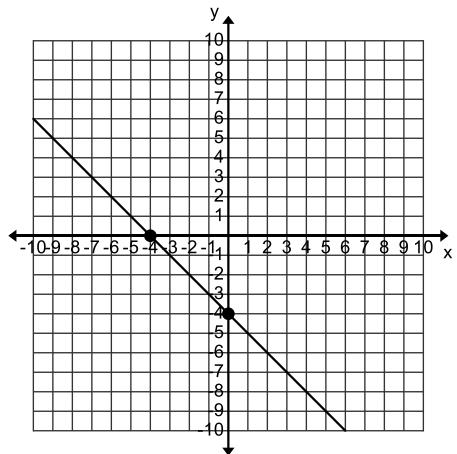
| x  | y |
|----|---|
| 0  |   |
| -2 |   |
| 2  |   |



20). FROM THE GRAPH DETERMINE THE X  
AND Y INTERCEPTS

x-intercept = \_\_\_\_\_

y-intercept = \_\_\_\_\_

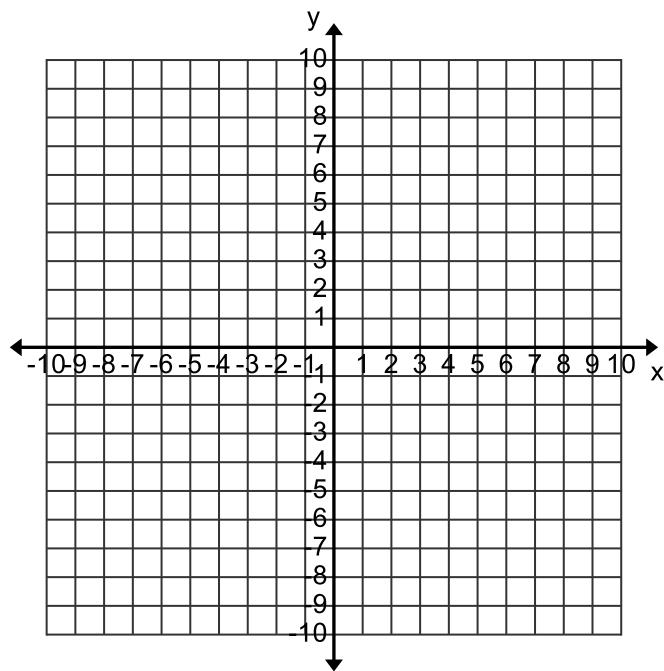


21). FOR THE EQUATION BELOW,  
DETERMINE THE X-INTERCEPT AND  
THE Y-INTERCEPT AND THEN GRAPH  
THE LINE

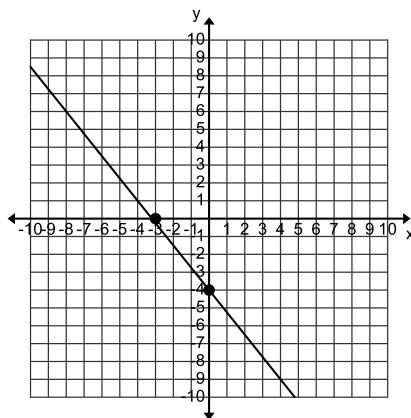
$$-5x + 3y = 15$$

x-intercept = \_\_\_\_\_

y- intercept = \_\_\_\_\_



22). FROM THE GRAPH DETERMINE THE SLOPE OF THE LINE       $m =$  \_\_\_\_\_

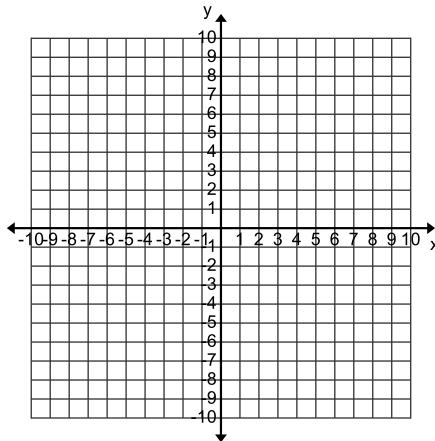


23). FROM THE EQUATION, DETERMINE THE SLOPE OF THE LINE:

$$6x + 2y = -4$$

slope = \_\_\_\_\_

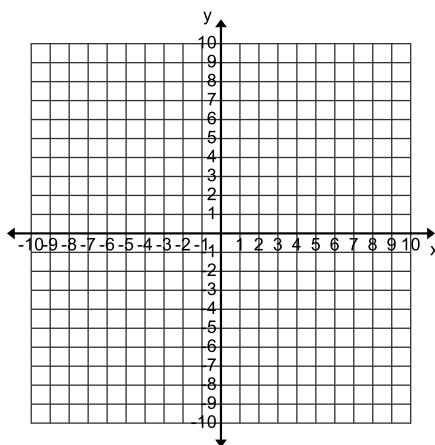
24). GRAPH THE LINE THAT GOES THROUGH  $(-3, -5)$  AND SLOPE IS  $\frac{5}{2}$



25). PUT THE EQUATION  $2x - 3y = -3$  IN SLOPE INTERCEPT FORM. THEN STATE THE SLOPE AND Y-INTERCEPT AND GRAPH THE LINE.

Slope \_\_\_\_\_

y-intercept = \_\_\_\_\_



26). WRITE THE EQUATION OF A LINE IN SLOPE INTERCEPT FOR THE LINE WHOSE SLOPE IS  $\frac{4}{5}$  AND Y-INTERCEPT IS  $-2$

27). WRITE AN EQUATION OF A LINE BOTH IN POINT-SLOPE FORM AND SLOPE INTERCEPT FORM FOR THE LINE THAT GOES THROUGH (7,8) AND (-7,6).

Point-slope form \_\_\_\_\_

Slope-intercept form \_\_\_\_\_

**DETERMINE IF THE GIVEN POINT IS A SOLUTION TO THE SYSTEM OR INEQUALITY. SHOW ALL WORK**

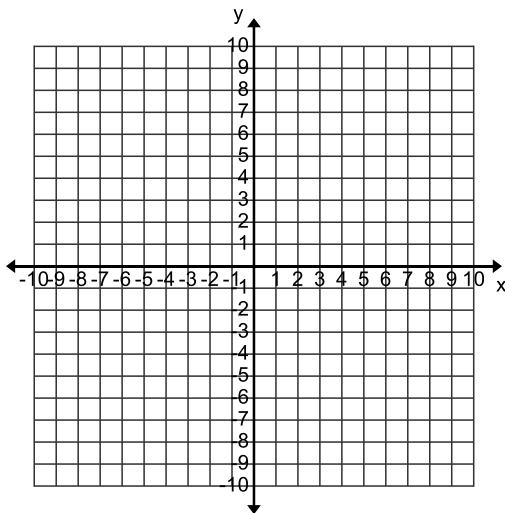
28). (2,0)     $3x + y = 6$   
                   $x - y = 2$

29). (6, -2)     $x + y > 4$   
                   $x - y < 10$

30). (-2,3)     $3x + 4y > 18$

**SOLVE THE FOLLOWING SYSTEM BY GRAPHING:**

31).  $\begin{cases} y = -x + 2 \\ y = x - 6 \end{cases}$



**SOLVE EACH OF THE FOLLOWING BY SUBSTITUTION. SHOW ALL WORK.**

$$32). \begin{cases} x = y + 4 \\ x + 7y = 20 \end{cases}$$

$$33). \begin{cases} 3x - 4y = 3 \\ y = -2x + 2 \end{cases}$$

**SOLVE EACH OF THE FOLLOWING BY THE ELIMINATION METHOD:**

$$34). \begin{cases} 2x - 4y = -4 \\ 2x + 4y = 20 \end{cases}$$

$$35). \begin{cases} x + y = 2 \\ 2x - y = 1 \end{cases}$$

$$36). \begin{cases} 9x + 7y = 4 \\ 6x - 3y = 18 \end{cases}$$

**WITHOUT GRAPHING DETERMINE THE FOLLOWING:**

**A). THE TYPES OF LINES THAT MAKE UP THE SYSTEM(INTERSECTING, PARALLEL OR SAME LINE)**  
**B). THE NUMBER OF SOLUTIONS (ONE, NONE, INFINITELY MANY)**  
**C). IS THE SYSTEM CONSISTENT OR INCONSISTENT**  
**D). IF THE SYSTEM INDEPENDENT, DEPENDENT OR NEITHER**

37).  $x + y = 0$

$y = 3x - 12$

38).  $y = 2x + 5$

$y - 2x = 1$

39).  $y = \frac{3}{2}x - 4$

$-6x + 4y = 1$

a). \_\_\_\_\_

a). \_\_\_\_\_

a). \_\_\_\_\_

b). \_\_\_\_\_

b). \_\_\_\_\_

b). \_\_\_\_\_

c). \_\_\_\_\_

c). \_\_\_\_\_

c). \_\_\_\_\_

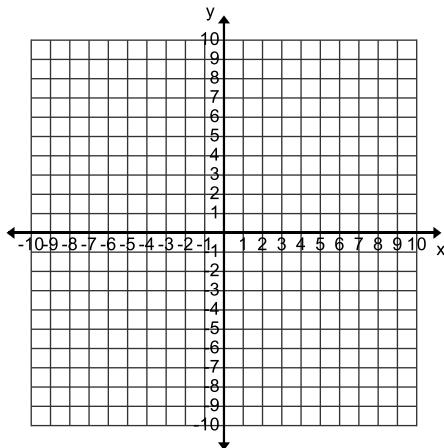
d). \_\_\_\_\_

d). \_\_\_\_\_

d). \_\_\_\_\_

**GRAPH THE SOLUTIONS TO EACH OF THE FOLLOWING:**

40).  $y < x - 3$



**SIMPLIFY EACH OF THE FOLLOWING:**

41).  $(5x^2 + 2x - 7) + (x^2 - 8x + 12) =$  \_\_\_\_\_

42).  $(x^2 - 3x + 8) - (2x^2 - 3x + 7) =$  \_\_\_\_\_

43).  $2x(x - 3) =$  \_\_\_\_\_

44).  $(x - 2)(x + 7) =$  \_\_\_\_\_

45).  $(x + 5)(x^3 - 3x + 4) =$  \_\_\_\_\_

46).  $(x + 3)(x^2 + 5x - 8) =$  \_\_\_\_\_

47).  $(3x - 2)(3x + 2) =$  \_\_\_\_\_

FACTOR EACH OF THE FOLLOWING BY REMOVING A GREATEST COMMON FACTOR:

48).  $16x^3 - 64x^2 =$

48).  $4hk^2 + 16h^2k =$

FACTOR EACH OF THE FOLLOWING AS A DIFFERENCE OF TWO SQUARES:

50).  $9t^2 - 1 =$

51).  $49x^2 - 81 =$

FACTOR EACH OF THE FOLLOWING TRINOMIALS INTO A PRODUCT OF TWO BINOMIALS:

52).  $z^2 - 11z + 18 =$

53).  $3p^2 - 7p - 6 =$

COMPLETELY FACTOR EACH OF THE FOLLOWING:

54).  $5x^2 - 5 =$

55).  $6x^2 - 48x + 72 =$