

## ■ **Individuals and Groups: How Do They Differ in Attitudes? QUESTION**

Individuals differ in their attitudes toward various issues, and sometimes these differences reflect broader personality traits or personal experiences, but at other times they do not.

1. The level of self-esteem will influence what one likes and dislikes. Individuals with high self-esteem are more likely to like themselves.

A. Correct  B. Difficult to say  C. Uncertain  D. Incorrect

2. The level of self-esteem will influence what one likes and dislikes. Individuals with low self-esteem are more likely to like themselves.

A. Correct  B. Difficult to say  C. Uncertain  D. Incorrect

3. Individuals with low self-esteem are more likely to like themselves.

A. Correct  B. Difficult to say  C. Uncertain  D. Incorrect

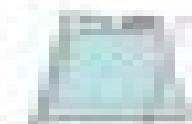
4. Individuals with high self-esteem are more likely to like themselves.

A. Correct  B. Difficult to say  C. Uncertain  D. Incorrect



5. The self-esteem of an individual may be predicted from the person's cognitive style and personality.

A. Correct  B. Difficult to say  C. Uncertain  D. Incorrect



6. An individual's self-esteem is predicted from their:

$\text{age}^2 + \text{age}^3 + \text{age} + \text{age}^2 \times \text{age}$

Individuals with low self-esteem are more likely to like themselves.

A. Correct  B. Difficult to say  C. Uncertain  D. Incorrect

7. An individual's self-esteem is predicted from their:

$\text{age}^2 + \text{age}^3 + \text{age} + \text{age}^2 \times \text{age}$

Individuals with low self-esteem are more likely to like themselves.

A. Correct  B. Difficult to say  C. Uncertain  D. Incorrect

# Evaluation Of Conic Sections And Their Applications Pi

## Tesccc

**Elizabeth Richardson**

## **Evaluation Of Conic Sections And Their Applications Pi Tesccc:**

*Conic Sections in Context [Lesson Plan]* Elizabeth Richardson,2011 This project is a discovery based multi sensory unit composed of a series of lessons designed to teach high school students about conic sections This four week unit focuses on developing students abilities to identify and or create mathematical rules from tangible patterns applications of conic sections Its primary purpose is to examine conic sections and create connections between the geometric and algebraic definitions As well this unit is designed to challenge students to discover modern day Activities of this unit include computer based explorations of conic sections discussions of the etymology of each conic section construction of each conic section using rope and sidewalk chalk discovery of the standard formula for each conic section and individual and group presentations on artistic creations and modern day applications of conic sections This unit is designed to be presented in the second semester of an Algebra II course Throughout this unit students work in a number of environments to meet the need of each learning style As well students reflect daily in the form of a minute paper These daily reflections facilitate an ongoing assessment of classroom dynamics Having been implemented at Los Alamos High School in March of 2011 assessment of student success and unit plan effectiveness included samples of students work comparison of students pretest post test results and a review of student and colleague reflections personal progress analysis and unit evaluation surveys Overall assessment data supports the conclusion that this unit successfully fulfilled the target goals In addition assessment data suggests the following revisions of the plan starting the unit with a webquest to establish relevancy reorganizing the unit to address one conic section each lesson using a variety of approaches and differentiating assessment

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**modern algebraic and geometric methods. Second edition ... enlarged** George Salmon,1855    **A Treatise on Conic Sections** George Salmon,1879    **Conic Sections** W H Besant,2019-07-29 In the present Treatise the Conic Sections are defined with reference to a focus and directrix and I have endeavoured to place before the student the most important properties of those curves deduced as closely as possible from the definition The construction which is given in the first Chapter for the determination of points in a conic section possesses several advantages in particular it leads at once to the constancy of the ratio of the square on the ordinate to the rectangle under its distances from the vertices and again in the case of the hyperbola the directions of the asymptotes follow immediately from the construction In several cases the methods employed are the same as those of Wallace in the Treatise on Conic Sections published in the Encyclopedia Metropolitan    **A Geometrical Treatise on the Conic Sections** William Wallace,1837

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