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Dr. Matt Maxwell, Superintendent
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Lemont High School Students and Parents/Guardians,

Because of the sequential nature of mathematics, Lemont High School's Mathematics Department annually makes supplemental practice available to students in the summer. The concepts included are from prior years of school, and this resource is a tool for students to strengthen readiness for the next school year.

The completion of this packet is not required work for the upcoming school year. However, we believe it is important for students to maintain their skills over the summer. This never has been more important.

The packet includes a review of basic mathematics, mathematical concepts, and applications of these concepts. Students should use external resources if they are not familiar with some of the concepts included in this packet. Many of the answers for this packet will be available on the school's website by June.

Please contact me at bzettergren@lhs210.net with any questions. The Mathematics Department wants to continue to provide tools to practice and strengthen the mastery of mathematics.

Sincerely,

Brittany Zettergren
Mathematics Department Chair

Summer Packet in Preparation for Integrated Math 1

This outline serves as a guide for the development of a comprehensive summer packet designed to reinforce and build upon already mastered key concepts in order to prepare students for the challenges of Integrated Math I Honors.

Section 1. Numeracy

- Equivalence
- Exponents
- Percents
- Order of Operations

Section 2. Algebraic Expressions

- Simplifying Expressions
- Evaluating Expressions
- Distributive property
- Combining like terms
- Writing Expressions

Section 3. Linear Equations and Inequalities

- Solving single-variable equations
- Solving multi-step equations
- Proportions
- Graphing linear equations
- Read, write, and solve inequalities

Section 4. Functions

- Understanding the concept of a function
- Evaluating functions
- Function notation
- Features of functions

Section 5. Geometry Basics

- Analyzing Points on a Graph
- Diagrams
- Pythagorean Theorem
- Basic properties of triangles
- Perimeter and Area of geometric shapes

Section 6. Data Analysis

- Interpreting graphs and charts
- Measures of central tendency (mean, median, mode)

Section 7. Problem Solving Practice and Application

Section 1. Numeracy

This material should be completed without a calculator.

1. Complete the statement with the appropriate symbol (<, >, =): $12.5 \square 12.4$

2. Complete the statement with the appropriate symbol (<,>,=): $\frac{5}{6} \square \frac{3}{4}$.

3. Complete the statement with the appropriate symbol(<,>,=): $-3 \square -3.1$

4. Place the following numbers in order form least to greatest: $-7,\ -6.28,\ -6.3,\ -6.03,\ -6$

5. Circle any values that are equivalent: $\frac{4}{5}, \frac{6}{8}, \frac{1}{2}, \frac{9}{27}, \frac{15}{20}, \frac{33}{44}$

6. Simplify the following and leave in exponent form.

a. $4^3 \cdot 4^2$

b. $6r \cdot 5r^2$

c. $-2x^2y \cdot 3x^5y^2$

d. $(3x)^2$

e. $\frac{2^8}{2^3}$

f. $\frac{8x^3}{4x^5}$

For the following, please round all answers to the nearest tenth when needed.

7. Write the following decimal as a percent: 0.08

8. Write the following percent as a decimal: 6.25%

9. What is 20% of 50?

10. 46 is what percent of 107?

Evaluate each of the following. This material should be completed without a calculator.

11. $8-\left[(4-7)+(8-1)\right]$

12. $\dfrac{|3-9|-|-5|}{|4-5|}$

13. $4-\left[8-(2-4)\right]$

14. $\dfrac{(-1-2)(-3^2)}{-6-3}$

15. $\dfrac{1}{2}\bullet\dfrac{3}{7}\bullet\dfrac{8}{3}$

16. $\dfrac{7}{5}-\dfrac{2}{5}$

Section 2. Algebraic Expressions

1. Given that $a=-2$, $b=5$, and $c=-1$, determine the value of each expression:

a. $3a-2b$

b. $|4a|$

c. $2|a|-|b|$

d. $5b-b^2$

2. Given that $a=-\frac{13}{22}$, $b=\frac{27}{39}$, *and* $c=1$, evaluate $(a+b)^0-c$.

3. Create an expression for each of the situations or scenarios.

a. Twice the sum of a number and seven.

b. The product of four and a number decreased by two.

c. Nine less than the quotient of a number and three.

d. The square of a number increased by five.

4. The revenue generated is four times the number of tickets sold minus the fixed cost. Let *t* represent the number of tickets sold and *c,* the fixed cost. Write an expression for the revenue.

5. A rectangle's perimeter is three times the sum of its length and width. If *l* represents the length and *w,* the width, write an expression for the perimeter.

Section 3. Linear Equations and Inequalities

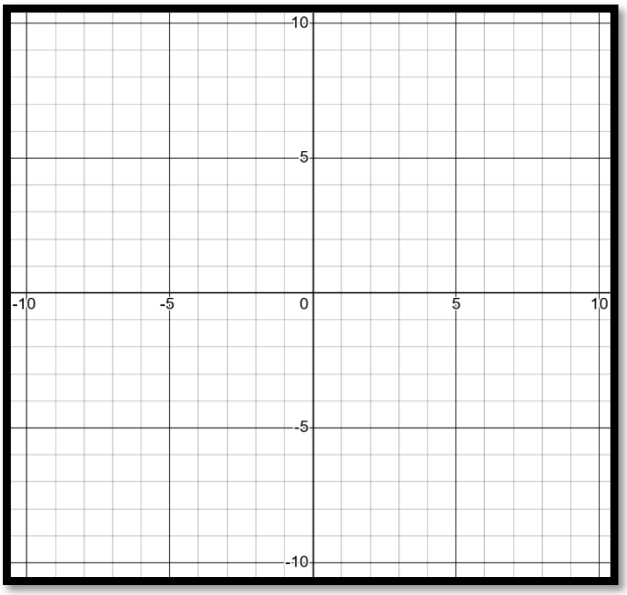
1. Solve the following equations for x:

a. $\frac{3}{10} = \frac{x}{4}$

b. $\frac{x+3}{7} = \frac{2x}{5}$

2. The cost of a 6 ounce can of tomato paste is 29 cents. A 16 ounce can sells for 65 cents. Which is the better deal?

3. On the graph below, sketch the graphs of



a. $f(x) = 2x - 5$

b. $g(x) = 3$

c. a line using only quadrants II and III

d. a line parallel to $f(x)$ with an x-intercept of -3

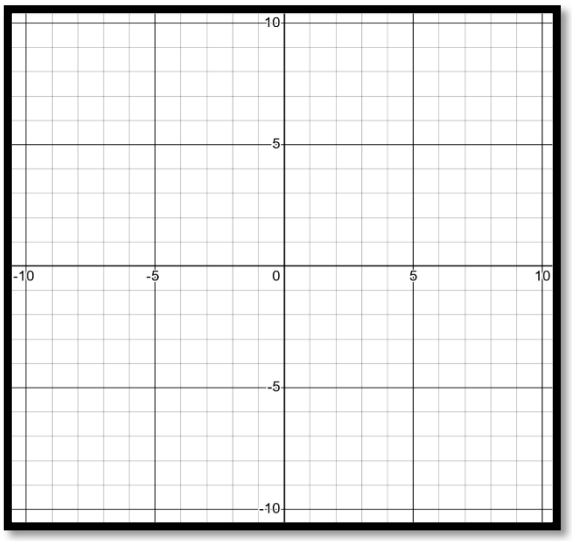
4. Find the y – intercept of the function $f(x) = \frac{1}{2}x + \frac{3}{7}$

5. If you knew the slope of a line is -4, in what directions would you move from the y – intercept to create an accurate graph?

6. How many x – intercepts does the graph $f(x) = -45$ have?

7. Find the equation of the vertical line that goes through the point $(3, -\frac{3}{4})$.

8. Using the coordinate grid below.



a. Graph a line with a slope of $\frac{1}{4}$ that passes through the origin.

b. Write the equation of the line that is perpendicular to the graph and has the same y-intercept

9. Write an inequality for each phrase.

a. *five times a number, n, is less than 6.*

b. four less than twice a number is greater than the number

10. Solve the following inequalities for x and graph the solution on a number line.

a. $-5x+3 \le -1$

b. $\frac{-w}{2}+3 > 4$

Section 4. Functions

1. If $f(x)=3^x+5$,

a. find $f(2)$

b. find a value for "x" which will result in a function value less than five

2. Given the equation $y=5-\frac{2}{3}x$, fill in the table of values.

x	y
-3	
	$\frac{17}{3}$
5	
	1
9	

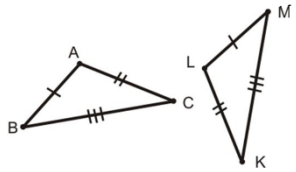
3. Given table shown below, find the Domain and Range.

x	0	2	4	7	9
y	-4	-5	-6	-7	-10

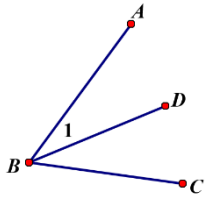
4. The yearly cost of tuition (in state) and required fees for attending a public two-year college full time can be estimated by the linear function $f(x)=53.6x+1029.34$, where x is the number of years after 2009 and $f(x)$ is the total cost. Find the total cost for you to receive an associate's degree if you start in 2018.

Section 5. Geometry Basics

1. For the triangles below, name all pairs of congruent segments.



2. Given the following diagram, name $\angle 1$ in two different ways.

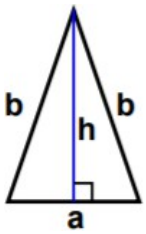


3. The table below lists some different shapes and properties. In each box place an "X" indicating that the shape has the property.

	Square	Rectangle	Kite	Trapezoid	Isosceles Trapezoid	Rhombus	Parallelo-gram
All angles are right angles							
All sides are congruent							
Diagonals bisect each other							

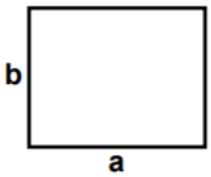
4. Determine the area and perimeter for each figure.

a.



a = 50 ft b = 84 ft
h = 77.5 ft

b.

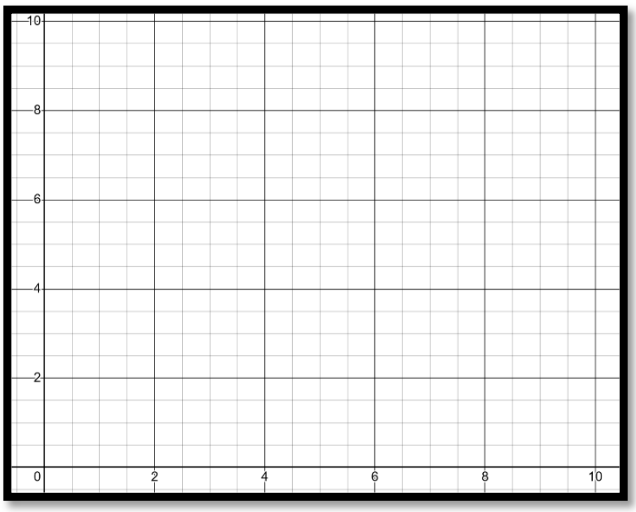


a = 72 yds b = 57 yds

Section 6. Data Analysis

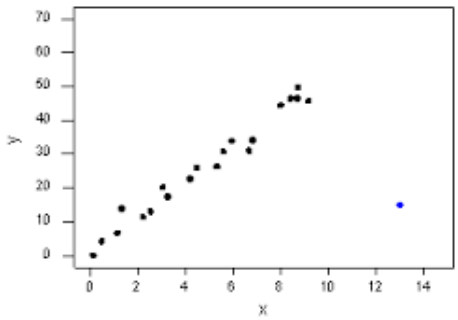
1. Create the scatter plot given the following table.

x	y
1	2
4	6
5	5
7	6
9	8



2. Circle the data point in the following data sets that would appear to be an outlier.

a.

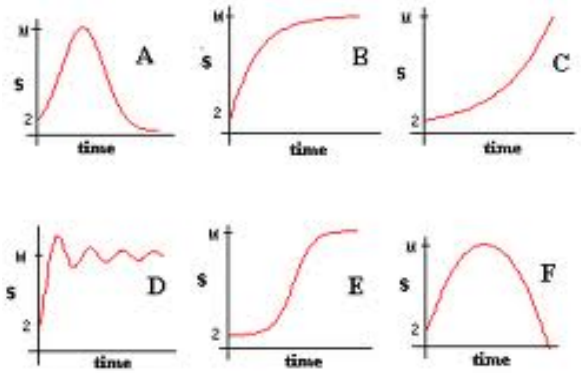


b. 10, 13, 11, 12, 900, 14, 8, 16, 17

c.



3. List all of the functions that are increasing as time increases.



Section 7. Problem Solving Practice and Application

1. Write the next three terms of the sequence: 5, 8, 11, 14, …

2. Mike and Jake work for an apple picking company. They get paid $9 per bushel picked. After a Saturday of working, Jake was bragging that he made $27 more than Mike made. If the total amount of money made between both men was $153, how many bushels did Mike pick?

3. A salesperson earns $600 per week plus a commission of 20% of their sales. Find the minimum amount of sales needed to receive a total income of at least $1500 per week.

4. When the baseball scouts for the Los Angeles Dodgers were looking at bringing a player to the United States from Korea to pitch they were interested in the speed of his pitches. His fastball was clocked at 43 meters per second in Korea, but the United States measures the speed in miles per hour. What is the rate that the United States can understand? (1 mi ≈ 1.6093 km)