

**Algebra II**

**Summer**

**Review**

## *Welcome to Algebra II!*

Often times over the summer it is easy to forget some of the things you have learned. Here at Calverton we like to send work home to be completed throughout the summer in order to help students start their next year off strong.

Please complete the attached worksheets throughout the summer and avoid completing them all in the week before school starts. Please make sure you show all your work along the way. This will count as your first grade and needs to be completed for the first day of school.

There is a video list to accompany the worksheets as well as a math help day for support in completing the required summer work.

Please email Mrs. Crissman [acrissman@calvertonschool.org](mailto:acrissman@calvertonschool.org) or Mr. Kerin [wkerin@calvertonschool.org](mailto:wkerin@calvertonschool.org) for any questions about the requirements.

Have a great summer!

Name:

### Operations with Fractions

Solve each expression by hand. Simplify answers completely.

#### Part A - Adding and Subtracting

1) $\frac{6}{9} + \frac{1}{9}$	4) $\frac{7}{11} - \frac{4}{11}$
2) $\frac{2}{7} + \frac{1}{4}$	5) $\frac{2}{3} - \frac{1}{6}$

#### Part C - Multiplying and Dividing

11) $\frac{2}{4} \times \frac{7}{8}$	14) $\frac{2}{3} \div \frac{6}{7}$
12) $\frac{5}{7} \times \frac{1}{3}$	15) $\frac{5}{9} \div \frac{1}{2}$

Simplify each algebraic fraction

1.  $\frac{xy+y^2}{xy^2}$

2.  $\frac{56y}{77xy}$

3.  $\frac{9n}{12n}$

4.  $\frac{100n}{200n^2}$

5.  $\frac{15a^2n^2}{18a^2n^2}$

6.  $\frac{42an^2}{49a^2n}$

Name:

Percent

Complete the table below by converting between fraction, decimal and percentage.

Fraction	Decimal	Percent
$\frac{7}{10}$		
	0.54	
		38%
$\frac{43}{100}$		
$\frac{2}{7}$		
	0.25	
		0.8
$\frac{41}{74}$		

Answer each question to find percent or percent change.

1. In a school election, Candidate A received 65% of the total votes. If there were 400 votes cast, how many votes did Candidate A receive?
2. During a sale, a pair of shoes is discounted by 20%. If the original price of the shoes is \$80, what is the sales price?
3. A student scored 72% on a math test. If the test had 50 questions, how many questions did the student answer correctly?
4. The population of a town is 5,000 people. If 20% of the population are children, how many children are there in the town?



## Laws of Exponents

Please simplify each expression leaving exponents in simplest non-negative form.

1.  $\left(\frac{1}{x}\right)^{-1}$

7.  $(4x)^{-3}$

2.  $\frac{x^{-2}}{y^{-3}}$

8.  $2x^{-6}$

3.  $(x^5)^3$

9.  $(2x^3)^4$

4.  $(x + 9)^7)^5$

10.  $x^4(x^3)(x^{10})$

5.  $(-2x^8)(-4x^2)(3x^5)$

11.  $\frac{x^8}{x^2}$

6.  $\frac{8x^6}{2x^4}$

12.  $\frac{100x^{25}}{-25x^{10}}$

Name:

### Simplify Radicals

Simplify the radicals. No decimals.

1.  $\sqrt{320}$

7.  $\sqrt{20}$

2.  $\sqrt{162}$

8.  $\sqrt{108}$

3.  $\sqrt{18}$

9.  $\sqrt{125}$

4.  $\sqrt{432}$

10.  $\sqrt{63}$

5.  $\sqrt{112}$

11.  $\sqrt{98}$

6.  $\sqrt{8}$

12.  $\sqrt{28}$

Name:

### Rationalizing the Denominator

1.  $\frac{5}{\sqrt{15}}$

2.  $\frac{\sqrt{18}}{\sqrt{12}}$

3.  $\frac{\sqrt[3]{5}}{\sqrt{3x}}$

4.  $\frac{\sqrt{5x^4y}}{\sqrt{2x^2y^3}}$

5.  $\frac{10}{\sqrt[3]{5x^2}}$

6.  $\frac{3+\sqrt{5}}{\sqrt{5}}$

5.  $\frac{10}{\sqrt[3]{5x^2}}$

6.  $\frac{3+\sqrt{5}}{\sqrt{5}}$

7.  $\frac{12}{\sqrt{5}-1}$

8.  $\frac{5-\sqrt{2}}{2+\sqrt{2}}$

## Metric Review

- 1) What are the base metric units for:
  - a. Distance \_\_\_\_\_
  - b. Volume? \_\_\_\_\_
  - c. Mass \_\_\_\_\_
- 2) What would be the appropriate metric unit for measuring a person's height? Explain.
- 3) What would be the appropriate metric unit for finding the distance from school to your house? Explain.
- 4) 25 ml = \_\_\_\_\_ kl
- 5) 0.003 cg = \_\_\_\_\_ mg
- 6) 1.2 km = \_\_\_\_\_ cm
- 7) 3.14 L = \_\_\_\_\_ ml
- 8) 0.025 km = \_\_\_\_\_ m
- 9) 1230 mm = \_\_\_\_\_ m
- 10) 64.32 mm = \_\_\_\_\_ cm
- 15) 0.00245 g = \_\_\_\_\_ mg
- 16) 335 L = \_\_\_\_\_ kL
- 17) 0.06 mm = \_\_\_\_\_ m
- 18) 92345 mg = \_\_\_\_\_ kg
- 19) 86.05 m = \_\_\_\_\_ mm
- 20) 332 km = \_\_\_\_\_ cm
- 21) 188 m = \_\_\_\_\_ km

# Converting Ordinary Numbers to Scientific Notation

Convert each number from ordinary number to scientific notation.

1.  $69.96859 =$  \_\_\_\_\_

2.  $188.221 =$  \_\_\_\_\_

3.  $2,165.94 =$  \_\_\_\_\_

4.  $71 =$  \_\_\_\_\_

5.  $2,355.19 =$  \_\_\_\_\_

6.  $0.05305 =$  \_\_\_\_\_

7.  $593.85 =$  \_\_\_\_\_

8.  $82,206.2 =$  \_\_\_\_\_

9.  $0.1 =$  \_\_\_\_\_

10.  $91.99 =$  \_\_\_\_\_

11.  $450 =$  \_\_\_\_\_

12.  $2,325,000 =$  \_\_\_\_\_

13.  $940.7 =$  \_\_\_\_\_

14.  $374.7 =$  \_\_\_\_\_

15.  $4,600 =$  \_\_\_\_\_

16.  $0.824 =$  \_\_\_\_\_

## Converting Scientific Notation to Ordinary Numbers

Convert each number from scientific notation to ordinary number.

1.  $2.1 \times 10^1 =$  \_\_\_\_\_

2.  $8.01055 \times 10^2 =$  \_\_\_\_\_

3.  $1.53341 \times 10^0 =$  \_\_\_\_\_

4.  $3.226348 \times 10^2 =$  \_\_\_\_\_

5.  $8.22 \times 10^{-1} =$  \_\_\_\_\_

6.  $8.8952 \times 10^3 =$  \_\_\_\_\_

7.  $5.95 \times 10^1 =$  \_\_\_\_\_

8.  $2.43 \times 10^6 =$  \_\_\_\_\_

9.  $7.57663 \times 10^2 =$  \_\_\_\_\_

10.  $1.03 \times 10^1 =$  \_\_\_\_\_

11.  $7.1 \times 10^2 =$  \_\_\_\_\_

12.  $7.7673 \times 10^1 =$  \_\_\_\_\_

13.  $5.708487 \times 10^4 =$  \_\_\_\_\_

14.  $9.81566 \times 10^2 =$  \_\_\_\_\_

15.  $3.99 \times 10^{-2} =$  \_\_\_\_\_

16.  $6.83785 \times 10^2 =$  \_\_\_\_\_

## Graphing and Analysis

We create scatterplots to help us discover relationships or associations between two quantitative variables. When creating a scatterplot to represent data, there are certain aspects we need to consider such as labeling the axes, creating an appropriate scale and providing a title.

### Labeling Axes:

When labeling axes we need to consider what variable will go on the x-axis and which will go on the y-axis. The variable on the x-axis is the input or independent variable. This is the variable we think may influence the output. Often this will be time. For example, as time passes we may expect that a ball drops further, the distance a person travels increases, etc. The variable on the y-axis is the output or dependent variable. This is the variable we believe may be influenced by the input.

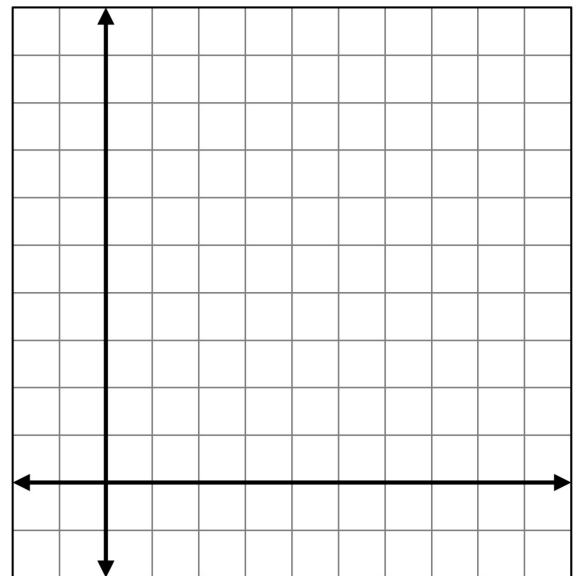
Consider the following situation: Sam is driving to school. His distance from home at various times after he left is represented in the table below.

Time (min)	5	10	15	20	25	30	35
Distance from home (km)	3	8	10	15	21	24	30

Which variable should be placed on the x-axis and which should be placed on the y-axis? Label the axes on the graph below.

### Creating an Appropriate Scale:

After we determine which variable goes on which axis, we need to determine an appropriate scale. Sometimes it makes sense to go up by units of 1, but often times the data will not fit if we automatically increase by 1. Consider how many gridlines there are to help make the decision. For instance, here we see there are 10 gridlines to the right of the x-axis. If we need to fit times up to 35 minutes, it may make sense to let each gridline represent 5 minutes. Determine an appropriate scale for each axis and write it on the graph. Then plot the data.



### Provide a Title:

Be sure to title the graph in a way that represents the information that is being displayed.

## Line of Best Fit

After plotting data, we may want to create something called a line of best fit or trendline. This is a line that generally represents the data. You can use graphing software to determine an exact line of best fit or you can approximate what it may be by hand.

If sketching in a line of best fit by eye, try to draw a line that you feel best represents all of the data present. Approximately the same number of data points should be on both sides of the line.

Draw the line of best fit in on the graph on the previous page.

### Follow-up Questions:

1. Using your line of best fit, approximately how many miles has Sam traveled after 17 minutes?
2. In this instance, what does the y-intercept (where your line of best fit crosses y-axis) represent?
3. What is happening to the distance, in general, as the time since Sam left home increases?

Name:

### Data

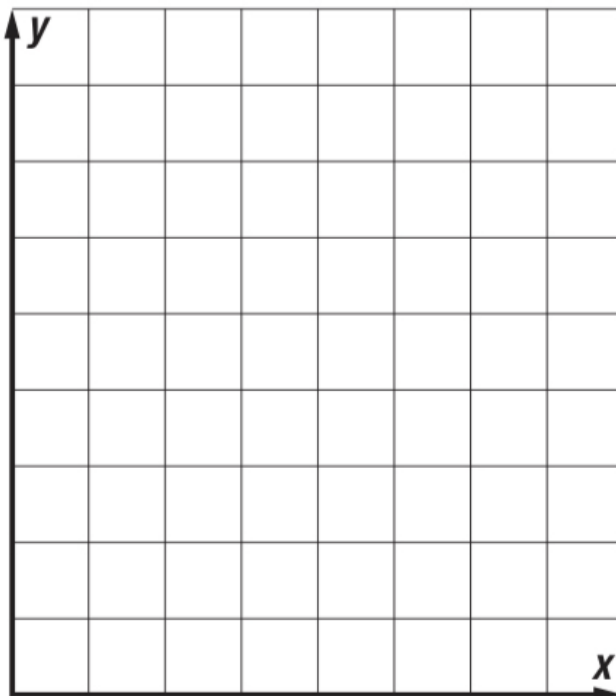
1. The table shows the fat grams and calories for several snack foods. Use the data below to answer the following questions.

a. Calculate the mean, median, and mode of the Fat grams per serving.

Food	Fat grams per serving	Calories per serving
doughnut	13	306
corn chips	13	200
pudding	3	150
cake	13	230
snack crackers	6	140
ice cream (light)	5	130
yogurt	2	70
cheese pizza	18	410

b. Calculate the mean, median, and mode of the calories per serving.

c. Make a scatter plot of the data. Choose and label an appropriate scale. Label the axis and scatter plot. Plot and label the mean point.



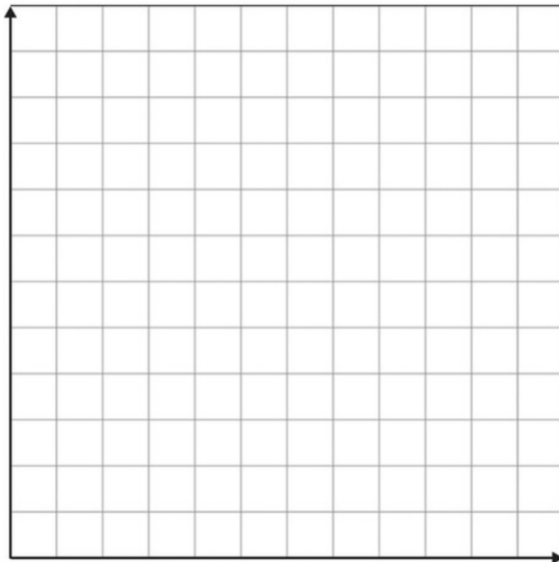
2. The table shows the mean salary for women who had completed a college degree for the years 1989-1998. Use the data below to answer the following questions.

a. Calculate the mean, median, and mode of the salary.

Year	Salary in Thousands of Dollars
1989	42
1990	43
1991	45
1992	46
1993	48
1994	49
1995	50
1996	51
1997	53
1998	57

Source: *Time Almanac*

b. Make a scatter plot of the data. Choose and label an appropriate scale. Label the axis and scatter plot. Plot and label the mean point.



c. Does there appear to be a relationship between year and salary?

d. Based on the graph, predict what the median salary was for the year 2000.

Name \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_ Period \_\_\_\_\_

## **SLOPE-INTERCEPT FORM OF A LINE**

**Directions:** Put each equation into slope-intercept form ( $y=mx+b$ ).

1.  $2y - 4x = 8$

2.  $-y = 3x - 1$

3.  $y + 7 = 3x$

4.  $-2x + 3y = 3$

5.  $4y + 48 = 2x$

6.  $4y + 12x = 12$

7.  $2y = 3x + 20$

8.  $5y + 10 = x$

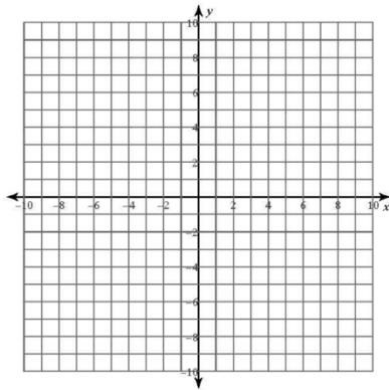
9.  $y + x = 8$

10.  $7y = 21x + 28$

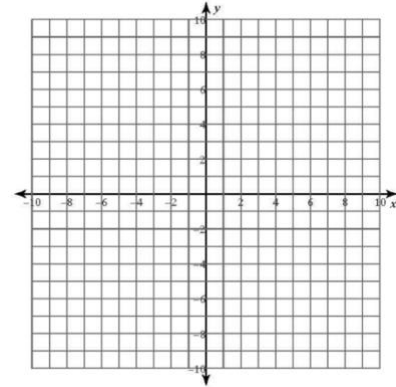
Name:

### Graphing Linear Equations

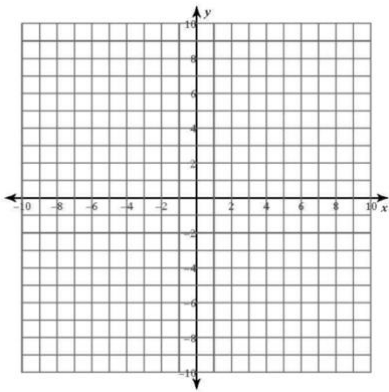
1.  $y = -\frac{1}{4}x - 3$



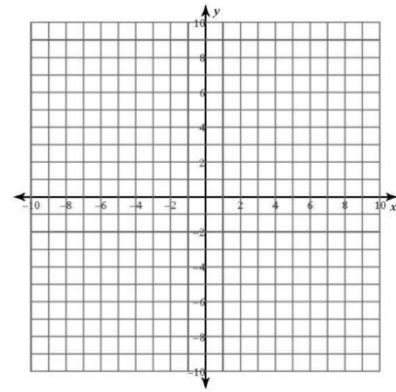
4.  $y = \frac{4}{3}x - 1$



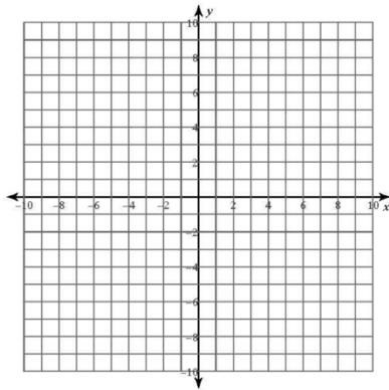
2.  $y = 2x - 2$



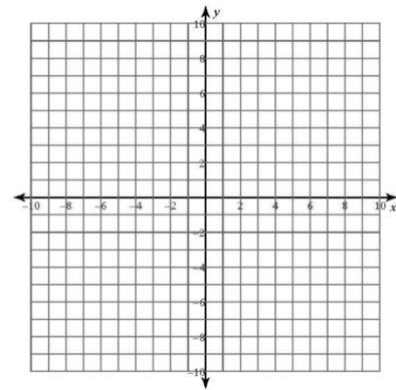
5.  $y = 3x - 3$



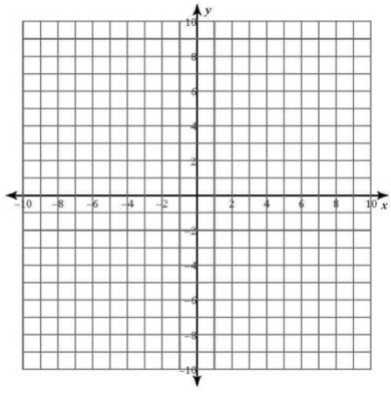
3.  $y = -4x + 3$



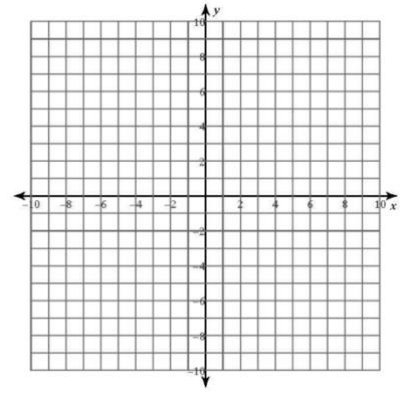
6.  $y = -2x + 1$



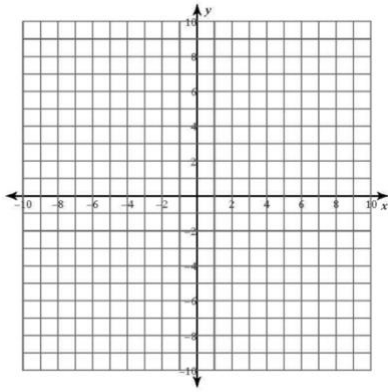
7.  $y = -\frac{7}{3}x + 3$



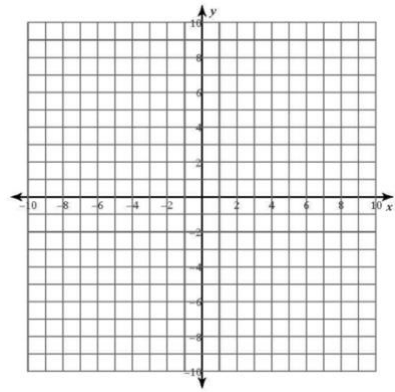
8.  $y = -5$



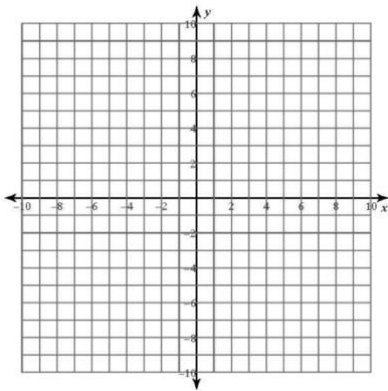
9.  $y = 6$



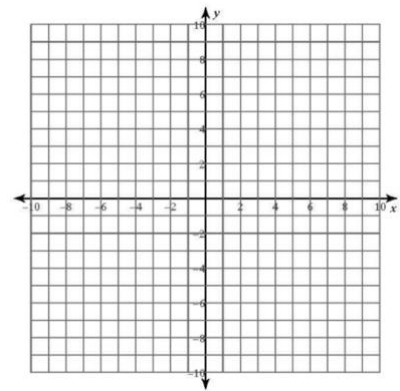
10.  $y = 3x + 3$



11.  $y = -2x + 5$



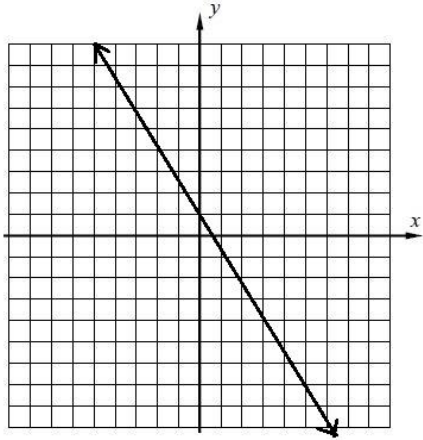
12.  $y = \frac{6}{5}x - 3$



Name: \_\_\_\_\_

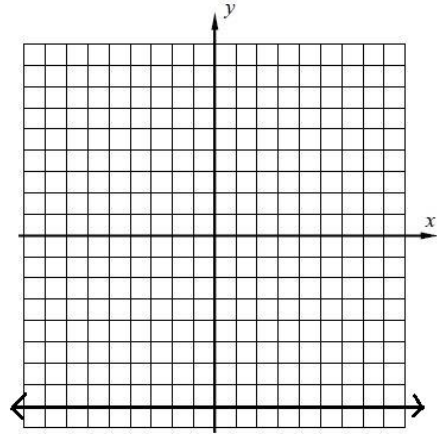
Given the graph, write an equation modeling the line in slope-intercept form i.e.,  $y = mx + b$

1.)



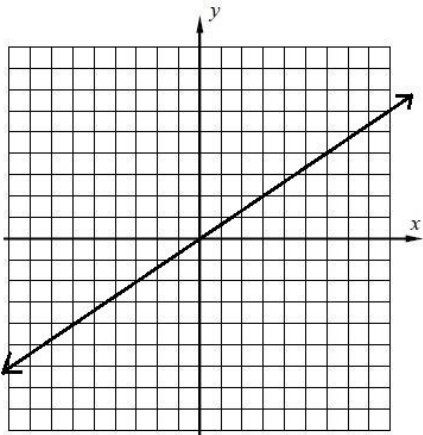
Equation: \_\_\_\_\_

2.)



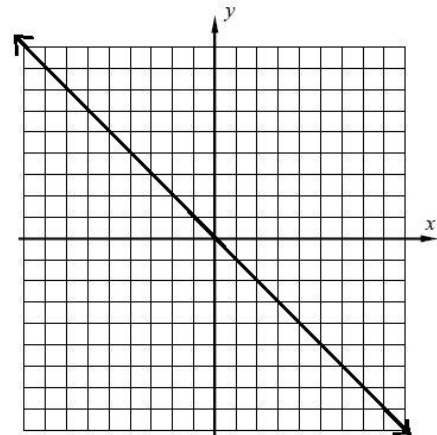
Equation: \_\_\_\_\_

3.)



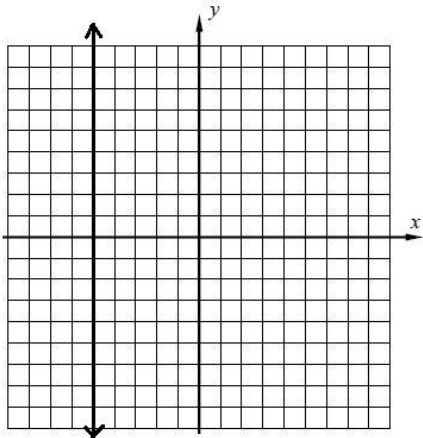
Equation: \_\_\_\_\_

4.)



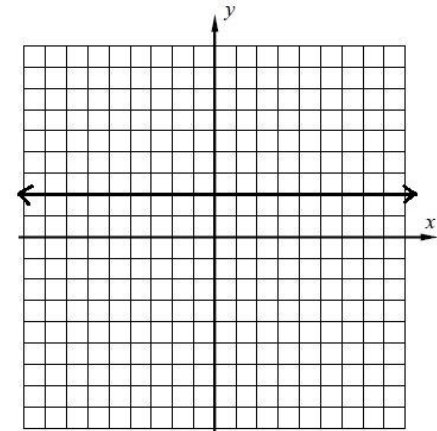
Equation: \_\_\_\_\_

5.)



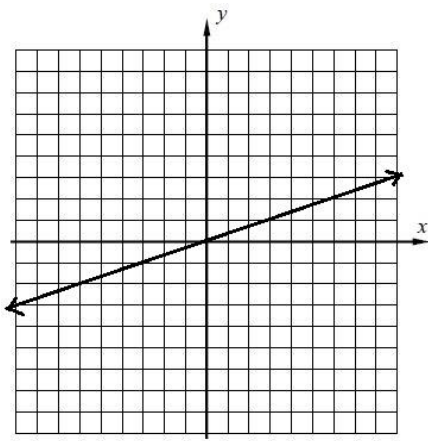
Equation: \_\_\_\_\_

6.)



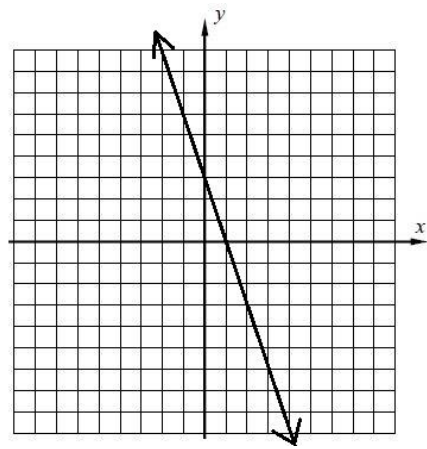
Equation: \_\_\_\_\_

7.)



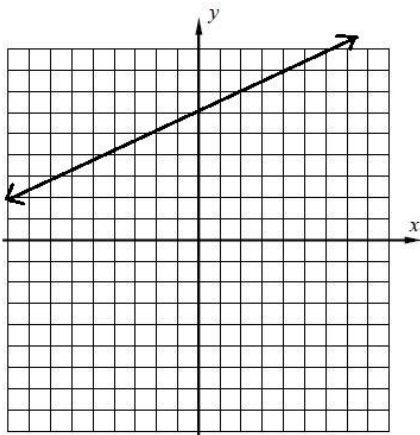
Equation: \_\_\_\_\_

8.)



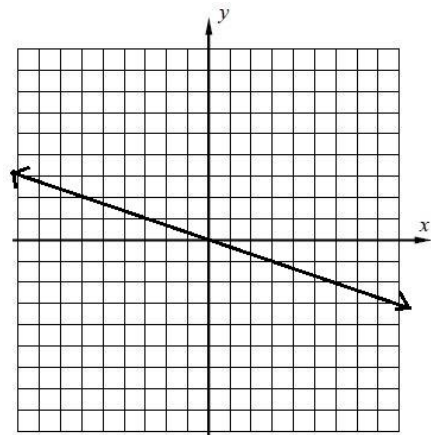
Equation: \_\_\_\_\_

9.)



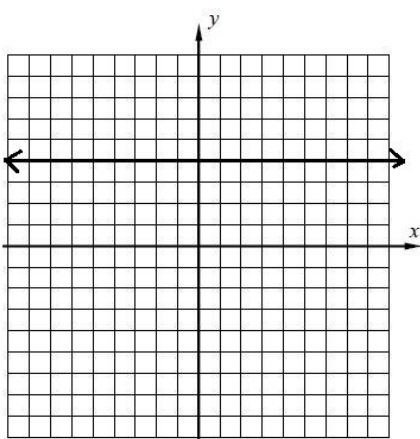
Equation: \_\_\_\_\_

10.)



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

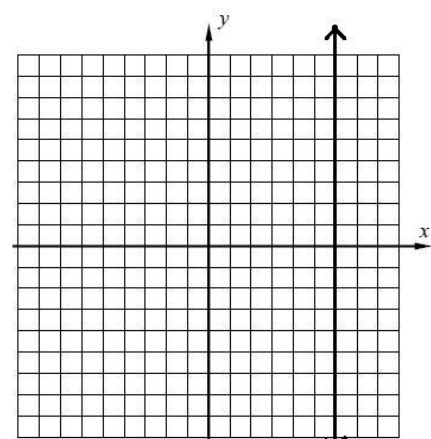
11.)



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

Slope: \_\_\_\_\_ y-intercept: \_\_\_\_\_

12.)



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

Slope: \_\_\_\_\_

**Rewrite each formula or equation by solving for the indicated variable.**

The Formula for Voltage in an electric circuit is  $V=IR$  where I is current and R is resistance. Solve for the resistance R.

$$V=IR$$

The formula for Distance traveled at an average rate R over Time T is  $d=rt$  Solve for time t.

$$d=rt$$

If  $r-c=p$  solve for r in terms of c and p.

$$r-c=p$$

If  $r-c=p$  solve for c in terms of r and p. (be careful on this one :-)

$$r-c=p$$

The formula for simple interest is  $I = Prt$  where I is interest, P is principal, r is rate and t is time. Solve for time t.

$$I=Prt$$

Einstein's famous equation is  $e=mc^2$  where e is energy, m is mass and c is the speed of light. Solve for the speed of light c.

$$e=mc^2$$

Name:

### Rearrange Equations

Rearrange the equations to solve for the given variable. Show all steps.

1. The formula for distance is  $d = rt$

a. Solve for  $t$

b. With the formula you created in part a:

Find the time it took for Veronica to run 8 miles at a rate of 15 miles per hour.

2. The formula for perimeter of a rectangle is  $P = 2L + 2W$

a. Solve for  $L$

b. With the formula you created in part a:

Find the length of a rectangle if the perimeter is 32 inches and the width is 8 inches

3. The formula for converting temperature is  $F = C + 32$

a. Solve for  $C$

b. With the formula you created in part a:

If it is  $84^{\circ}\text{F}$  at Laguna Beach, what is Laguna Beach's temperature in Celsius?

Name:

## Solving Expressions and Equations

Solve the following expressions. Show all work.

1. Solve for F given:  $F = \frac{Gm_1m_2}{r^2}$

$$G = 6.67 \times 10^{-11} \frac{Nm^2}{kg^2}$$

$$m_1 = 43kg$$

$$m_2 = 35kg$$

$$r = 9.1 \text{ m}$$

2. Solve for s given:  $s = \frac{5n}{2p^2}$

$$n = 12.7$$

$$p = 5.2$$

3. Solve for T given:  $T = 2\pi \sqrt{\frac{l}{g}}$

$$l = .65 \text{ m}$$

$$g = 9.8 \text{ m/s}^2$$

4. Solve for E given:  $E = mc^2$

$$m = 22.3kg$$

$$c = 3 \times 10^8 \text{ ms}^{-1}$$

5. Solve for d given:  $d = \frac{1}{2}at^2$

$$a = -9.81 \text{ m/s}^2$$

$$t = 12 \text{ sec}$$

6. Solve for z given:  $z = \frac{2x^2}{y}$

$$x = 6$$

$$y = 15$$

7. Solve for  $a_c$  given:  $a_c = \frac{v^2}{r}$

$$v = 31.5 \text{ m/s}$$

$$r = 167 \text{ m}$$

Solve for  $x$ .

8.  $x^2 = 44$

9.  $30 = \frac{x^2 - 12}{2}$

10.  $\frac{5}{x^2} = 20$

11.  $\sqrt{x} = 5.7$

12.  $\sqrt{x + 4} = 3$

13.  $3 = \frac{\sqrt{x}}{12}$

Name:

### Solving equations

$$3x + 4 = x + 7$$

$$-(x - 10) = 7$$

$$4(2x - 3) = 3 + 8x - 11$$

$$\frac{2p + 10}{2} = -2$$

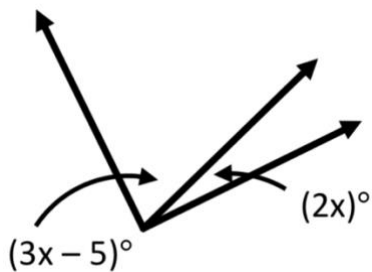
$$\frac{3m + 4}{5} = 5$$

$$5(m - 1) = -2 + 9m + 5$$

$$5a - 12 = 9a + 12$$

$$7n + 25 = -2(1 - 3n)$$

9. The two angles shown below form a right angle. Write and solve an equation to find the value of  $x$ .

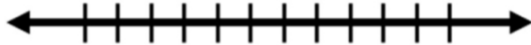


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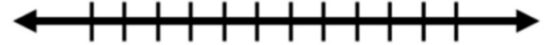
### Inequalities

Solve and graph each of the following inequalities.

1.  $2 + 8m + 2m \geq -8$



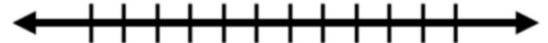
2.  $5v + 3 + 4v \geq 21$



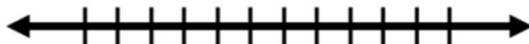
3.  $-24 \geq 7b + 5b$



4.  $8 < 1 - 6k + 1$



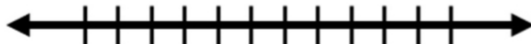
5.  $6 \leq r + 2 + 4$



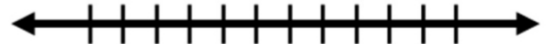
6.  $7 \leq -n - 6n$



7.  $-108 < -6(2 + 2p)$



8.  $264 \leq 8(3 - 7x) - 4x$



Name:

## Factoring

Identify the greatest common factor and then factor it out of each of the polynomials below.

1.  $x^2 - x$

2.  $2x^2 + 6x$

3.  $3x^2 - 3x - 6$

4.  $4x^2 - 8x - 12$

5.  $2x^4 - 10x^3 - 12x^2 + 36x$

6.  $2x^6 - 8x^5 - 2x^4 + 36x^2$

Use distributive property to expand the expressions below.

7.  $4(3x + 2)$

8.  $3(7y - 1)$

9.  $5(3p + 4r)$

10.  $10(10e + 7g)$

11.  $3a(2b + 5c)$

12.  $n(6r + t)$

13.  $9h(6a + 7c)$

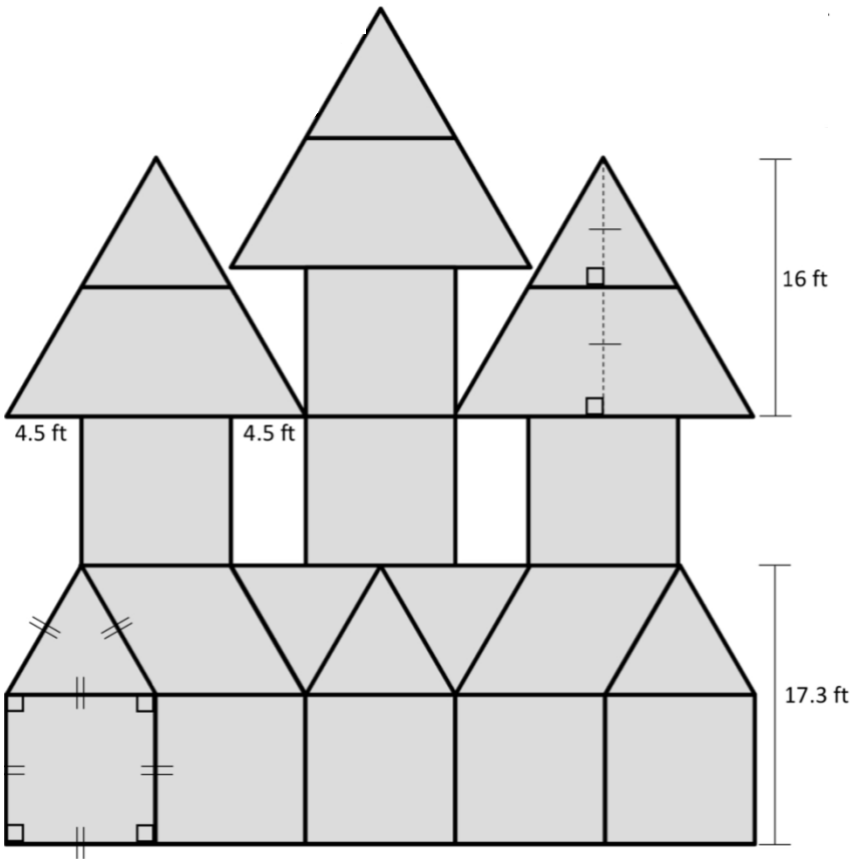
Factor each quadratic and then multiply it back out in order to check your answer.

Factor	Multiply (expand) to check your answer
$x^2 + 4x + 3$	
$x^2 + 7x + 12$	
$x^2 + 17x + 70$	
$x^2 + 6x + 9$	
$x^2 - 5x + 6$	
$x^2 + 2x - 8$	
$x^2 - 9x + 8$	

Name: \_\_\_\_\_

All the squares, triangles, parallelograms, and trapezoids are congruent.

Solve for the area of the castle. Use the boxes below to solve for individual shapes. Round to the thousandths place.



Area of a square:

$$A = \text{_____} \text{ ft}^2$$

Area of a triangle:

$$A = \text{_____} \text{ ft}^2$$

Area of a trapezoid:

$$A = \text{_____} \text{ ft}^2$$

Area of a parallelogram:

$$A = \text{_____} \text{ ft}^2$$

Area of the Sandcastle:

How many of the same figure?

$$A_{\text{square}} = \text{_____} \text{ ft}^2 \times \text{_____} = \text{_____} \text{ ft}^2$$

$$A_{\text{triangle}} = \text{_____} \text{ ft}^2 \times \text{_____} = \text{_____} \text{ ft}^2$$

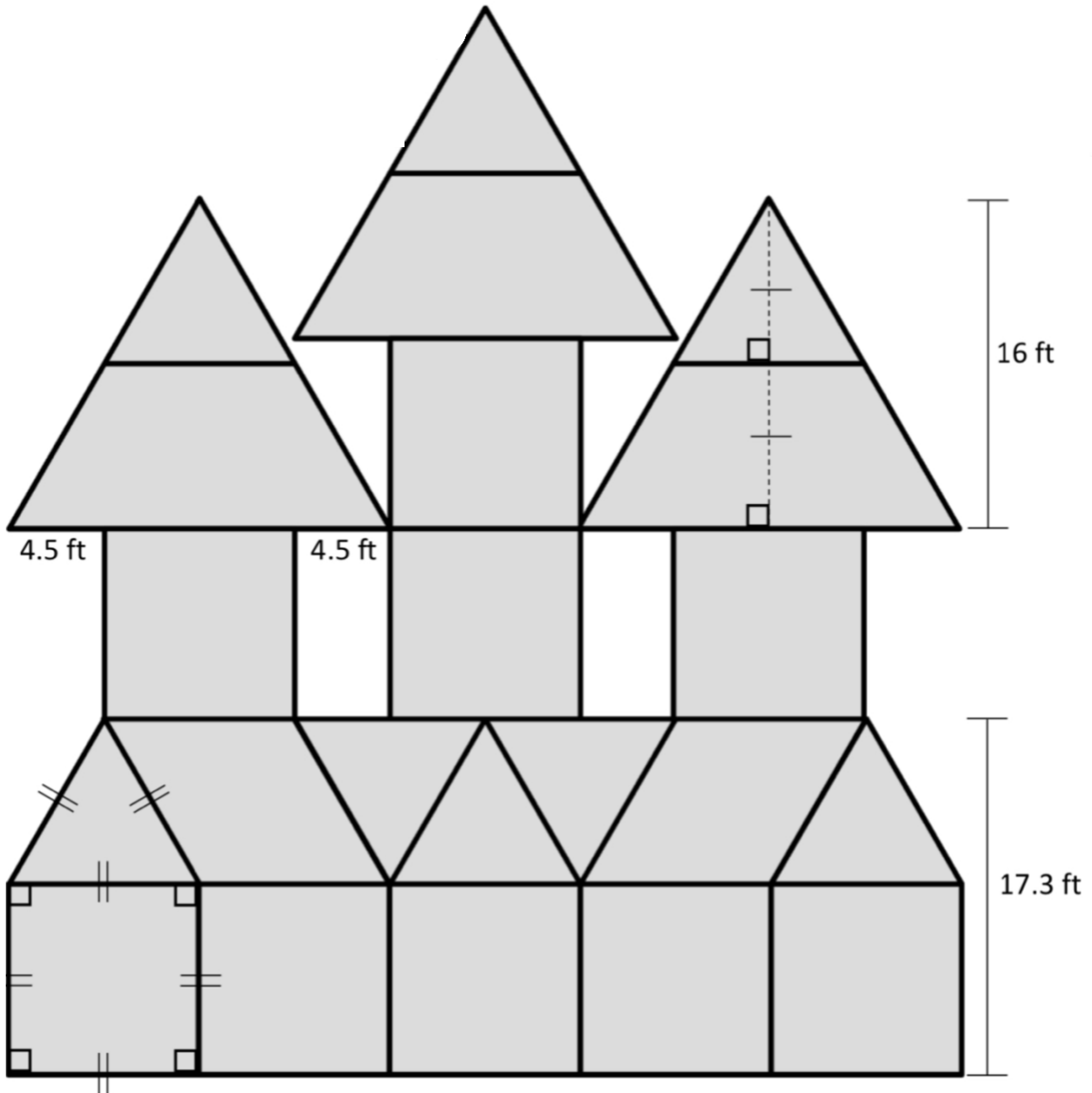
$$A_{\text{trapezoid}} = \text{_____} \text{ ft}^2 \times \text{_____} = \text{_____} \text{ ft}^2$$

$$A_{\text{parallelogram}} = \text{_____} \text{ ft}^2 \times \text{_____} = \text{_____} \text{ ft}^2$$

---

$$A_{\text{sandcastle}} = \text{_____} \text{ ft}^2$$

Solve for the perimeter of the castle. Show all work with clear labels. Write the lengths of each segment on the castle.



4.5 ft

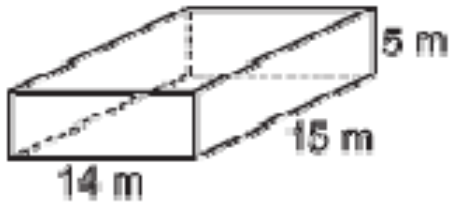
4.5 ft

16 ft

17.3 ft

# Volume Practice

1.

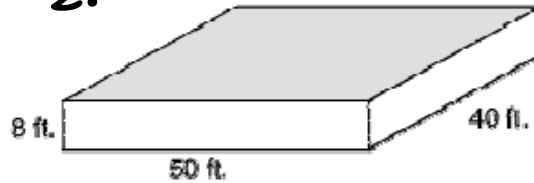


What is the formula?

\_\_\_\_\_

$V =$  \_\_\_\_\_

2.

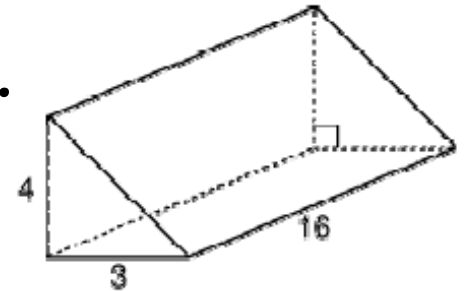


What is the formula?

\_\_\_\_\_

$V =$  \_\_\_\_\_

3.

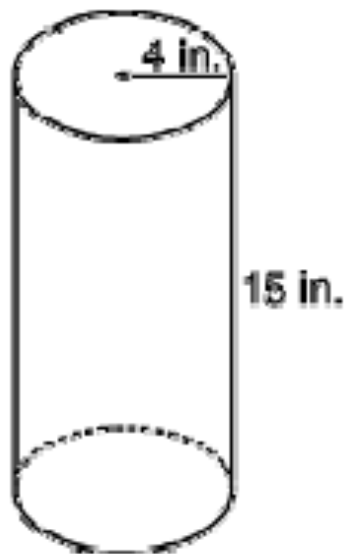


What is the formula?

\_\_\_\_\_

$V =$  \_\_\_\_\_

4.

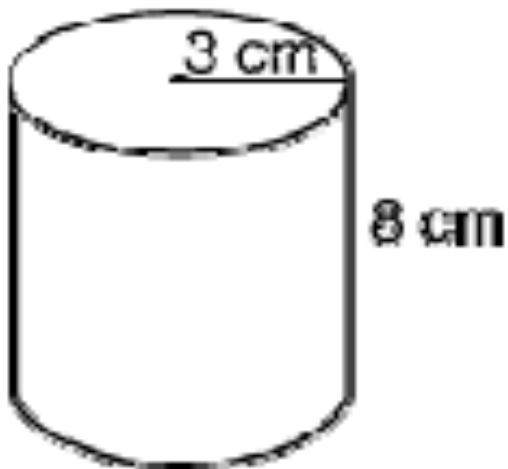


What is the formula?

\_\_\_\_\_

$V =$  \_\_\_\_\_

5.



What is the formula?

\_\_\_\_\_

$V =$  \_\_\_\_\_

## Rising 10<sup>th</sup> Grade Mathematics Video List

### Operations with fractions

- a. <https://www.youtube.com/watch?v=PXC74Tm7yBY>

### Simplify Algebraic Fractions

- a. <https://www.youtube.com/watch?v=WSQh4o3yu4I>

### Percent, Ratio, and Percent Change

- a. <https://youtu.be/MkpbtCRwcCE>
- b. <https://www.youtube.com/watch?v=CT6lqIb7urs>
- c. [https://www.youtube.com/watch?v=5nZEUpxZX\\_P0](https://www.youtube.com/watch?v=5nZEUpxZX_P0)

### Exponent Rules

- a. <https://www.youtube.com/watch?v=LkhPRz7Hocg>
- b. <https://www.youtube.com/watch?v=b4mSqcJND3I>

### Simplify Radicals

- a. <https://www.youtube.com/watch?v=2vWzyxsVrbM>
- b. <https://www.youtube.com/watch?v=G3ucF7dMXY4>

### Rationalizing Denominators

- a. <https://www.youtube.com/watch?v=TkigJgKmljc>
- b. <https://www.youtube.com/watch?v=gY5TvlHg4Vk>
- c. <https://www.youtube.com/watch?v=5j8a75aHaSEA>

### Metric Conversion

- a. <https://www.youtube.com/watch?v=uHaKyNplino>

### Scientific Notation

- a. [https://www.youtube.com/watch?v=ктаD\\_Qq2f0I](https://www.youtube.com/watch?v=ктаD_Qq2f0I)
- b. <https://www.youtube.com/watch?v=PN93dlrSt7o>

### Graphing Analysis and Data Analysis

- a. <https://www.youtube.com/watch?v=B1HEzNTGeZ4>
- b. <https://www.youtube.com/watch?v=NcgRa0uotXs>
- c. [https://www.youtube.com/watch?v=8ODFBfEIX\\_k](https://www.youtube.com/watch?v=8ODFBfEIX_k)

### Slope-Intercept

- a. [https://www.youtube.com/watch?v=8kkfxJ\\_tIKI](https://www.youtube.com/watch?v=8kkfxJ_tIKI)

### Graphing Linear Equation

- a. <https://www.youtube.com/watch?v=ruTcNEIXdzQ>

### Write Equations form Graph

- a. <https://www.youtube.com/watch?v=qPjzMboAjl8>

### Rewrite equation for indicated variable

- a. <https://www.youtube.com/watch?v=5xcMQlshSJM>

- b. <https://www.youtube.com/watch?v=EbzHG1mdj54>

### Solving Expressions and Equations

- a. <https://www.youtube.com/watch?v=5lzsxE-ykRY>
- b. [https://www.youtube.com/watch?v=XDp\\_tExqS5c](https://www.youtube.com/watch?v=XDp_tExqS5c)

### Solving Linear Equations

- a. <https://www.youtube.com/watch?v=olVpjrD4YvQ>
- b. <https://www.youtube.com/watch?v=leNCHdO5Lec>
- c. <https://www.youtube.com/watch?v=76E9K3JzjDM>

### Solve Inequalities on a Number Line

- a. [https://www.youtube.com/watch?v=S\\_GxAF6xV8Q](https://www.youtube.com/watch?v=S_GxAF6xV8Q)

### Factoring

- a. <https://www.youtube.com/watch?v=ynefQgfxZBs>
- b. <https://www.youtube.com/watch?v=54lHz07GSIA>
- c. <https://youtu.be/D3a8NnpQ2vU>

### Point-Slope Form

- a. <https://www.youtube.com/watch?v=ri3WivGI75Y>
- b. <https://www.youtube.com/watch?v=SemcMTLjSiw>

### Circumference and Area of Circle (do not use 3.14, please use $\pi$ button on your calculator)

- a. <https://www.youtube.com/watch?v=JC2kRM3jTOo>
- b. [https://www.youtube.com/watch?v=\\_E0C5ECDS0U](https://www.youtube.com/watch?v=_E0C5ECDS0U)

### Perimeter and Area of Parallelograms, Triangles, Trapezoids

- a. <https://www.youtube.com/watch?v=AAY1bsazcgM>
- b. <https://www.youtube.com/watch?v=lsx1W2zuwHM>

### Volume of Prisms and Cylinders

- a. <https://www.youtube.com/watch?v=e7qgvHbdBuw>
- b. <https://www.youtube.com/watch?v=Pgxlad4c1ZI>