

Answers To Investigation 4 Exploring Slope Connections

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Answers To Investigation 4 Exploring

answers to investigation 4 exploring Answers | Investigation 4 Applications 1. a. $-12 + (4 \cdot 9) = -7$ $-12 + 5 = -7$ $[-12 + (4 \cdot 9)] = -7$ $-12 + 36 = 24$ $24 - 7 = 17$ (14b. $-20 \cdot 8 = -160$ $-160 - 14 = -174$ $-174 \cdot 8 = -1392$ $-1392 - 20 = -1412$ $-1412 \cdot 8 = -11296$ $-11296 - 12 = -11308$ These do not result in the same answer because subtraction is not associative (Associative Property does

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not hold), while addition is associative. $[14c. + (-20)] 8 = -14-6 + (-8) = -14$ Answers | Investigation 4

Answers To Investigation 4 Exploring Slope Connections ...

Answers | Investigation 4 52. ~2,000 ~1,500 ~1,000 ~500 0 San Francisco Salt Lake City Cheyenne Omaha Chicago Cleveland New York 500 1,000 1,500 Extensions 53. -23 7 -45 54. -23 + 107 -45 55. -23 107 -45 56. -23 # 107 -45 # 57. -23 # (10)6 -45 # 58. a + c7 b 59. a-c7 b 60. a # c7 b # if is positive a # c6 b if is negative a # c =b if 0 ...

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Answers | Investigation 4 21. $y 1 = 2(x - 1)$ is similar to the relationship of the number of cubes painted on two faces because they are both linear. $y 2 = (x - 1)3$ is similar to the relationship of the number of cubes painted on 0 faces or total cubes because they are both cubic. $y 3 = 4(x - 1)2$ is similar to the relationship

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Answers | Investigation 4 Connections 24. B 25. = 49. Because 6 and 7. $6^2 = 36$ and $7^2 39$ is between 36 and 49, 39 is between 6 and 7. 26. = 576 and 2524 and 25. $24^2 2 = 625$. Because 600 is between 576 and 625, The volume of the cylinder is

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Variation, ACE #9 Investigation 4: Variability and Associations in Numerical Data, ACE #5 Investigation 5: Variability and Associations in Categorical Data, ACE #16 Investigation 1: Exploring Data Patterns ...

(Get Answer) - Thinking With Mathematical Models: Homework ...

ACE ANSWERS 4 Investigation 4 Exploring Slope 115 7cmp06te_MS4.qxd 2/13/06 6:57 PM Page 115. 13. a. Slope =1 b. The slope is the change in the y values compared to the change in the x values between two points in the table. As the x values go up by 1, the y values go up by 1. So the slope is 1:1 or 1.

7cmp06te MS4.qxd 2/13/06 6:57 PM Page 115 Answers

Investigation 4: Exploring Slope: Connecting Rates and Ratios ACE #15 In parts (a) and (b), the equations represent linear relationships. Use the given information to find the value of b. a. The point (1, 5) lies on the line representing $y = b - 3.5x$. b. The point (0, -2) lies on the line representing $y = 5x - b$. c.

Moving Straight Ahead: Homework Examples from ACE

Chapter 4: Earth's Structure and Motion . How Do We Know about Layers Deep within Earth? Keycode: ES0402 . What Time Is It? Keycode: ES0405. Chapter 5: Atoms to Minerals . How Many Protons, Neutrons, and Electrons Are in Common Elements? Keycode: ES0501 . How Do Crystals Grow? Keycode: ES0506.

Exploring Earth Investigations - ClassZone

6.4 Exploring Inverse Functions Question to Investigate: How are a function and its inverse related? Explore: Find the inverse of $f(x) = x - 3$ 2. STEPS: 1. Choose Graph Functions: values of x and find the corresponding values of f(x). Make a table, plot the points, and then draw the line that passes

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through them. 2. Interchange Coordinates:

Algebra 2 Notes Name 6.4 Exploring Inverse Functions

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Answers | Investigation 2 from the graph, so some inaccuracy is Note: To graph these equations on a graphing calculator, you could use the following window: $X_{\min}=0$, $X_{\max}=100$, $Y_{\min}=0$, and $Y_{\max}=350$ with the X and Y scl=1 and Xres=1. 5. a. \$35 is the initial charge for skating.

Answers | Investigation 2

Launch: Using the Getting Ready section, students will understand that they can sketch many lines that have a slope of 3 and that they are all parallel to each other. Ask students for observations on the set of lines in Question A. Exploration: Working in pairs, students will complete the exploration (handout 4.3). As you circulate, encourage students to look for patterns and make conjectures.

Lesson: Exploring Patterns With Lines (Problem 4.3)

Exploring Linear Functions With Graphs and Tables I n the last investigation, you examined relationships that were linear functions. For example, the distance a person walks at a constant rate is a function of ... Write a question you could answer by locating this point. D. 1.

Exploring Linear Functions With Graphs and Tables

Investigation 4 Exploring Slope 75 4.3 Problem 4.3 Exploring Patterns With Lines Your understanding of linear relationships can be used to explore some ideas about groups of lines. The slope of a line is 3. • Sketch a line with this slope. • Can you sketch a different line with this slope? Explain.

Exploring Patterns With Lines

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Exploring Slope

their answers to questions #3. Call on some students to share with the class. #4, 5 Pair Share : Have students turn and share with their partners what variables they manipulated and what they noticed. True/False, Circle Correct Answer: Assess student learning based on student answers. Some

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