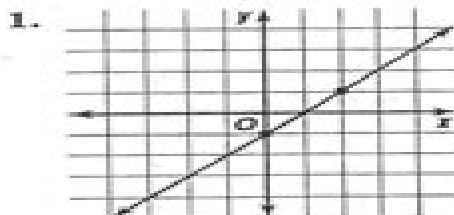


8-6 Practice

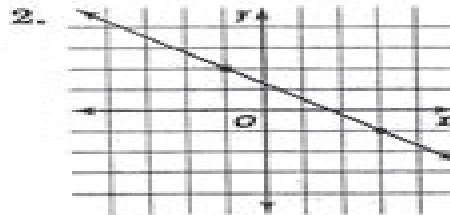
Slope

Student Edition
Pages 400-404

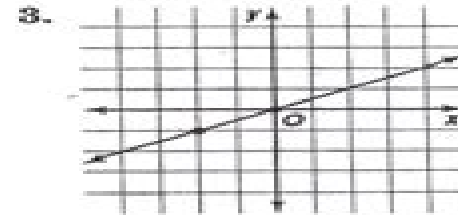
Find the slope of each line.



1



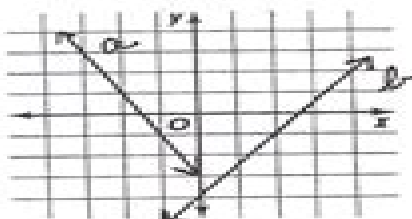
$-\frac{3}{4}$



$\frac{1}{2}$

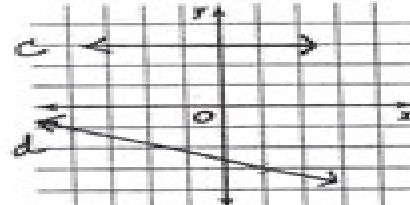
Determine the slope of each line named below.

4) a $-\frac{3}{1}$



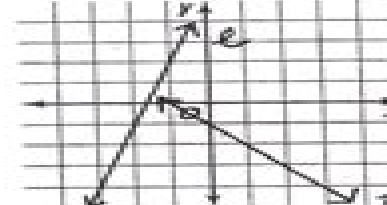
5) b $\frac{3}{1}$

6) c 0



7) d $-\frac{2}{5}$

8) e $\frac{3}{1}$

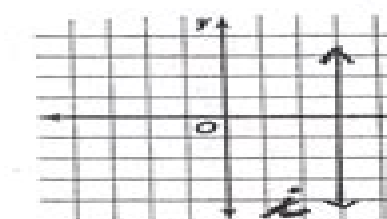
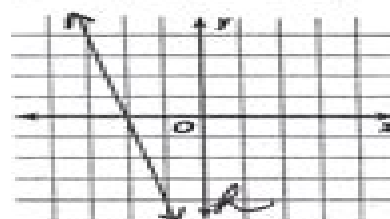
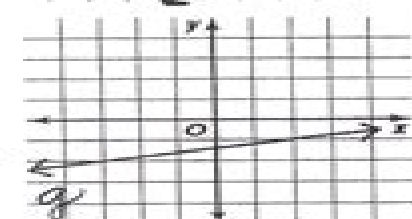


9) f $-\frac{2}{3} = -1$

10) g $\frac{1}{5}$

11) h $-\frac{4}{1}$

12) i $\frac{1}{0} = \text{und.}$



Find the slope of the line that contains each pair of points.

13. E(2, 1), F(4, 3)

1

14. J(-1, 4), K(-4, 8)

$\frac{4}{-3}$

15. A(3, 4), B(-2, 4)

0

16. M(0, -3), N(4, 6)

$\frac{9}{4}$

17. P(6, -3), R(8, -2)

$\frac{1}{2}$

18. K(-3, -2), W(10, 5)

$\frac{7}{13}$

19. H(-2, 3), T(-4, -1)

$$m = \frac{3 - (-1)}{-2 - (-4)} = \frac{4}{2} = 2$$

20. Y($\frac{1}{2}$, 3), Z($\frac{1}{2}$, -2)

$$m = \frac{3 - (-2)}{\frac{1}{2} - \frac{1}{2}} = \frac{5}{0} = \text{und.}$$

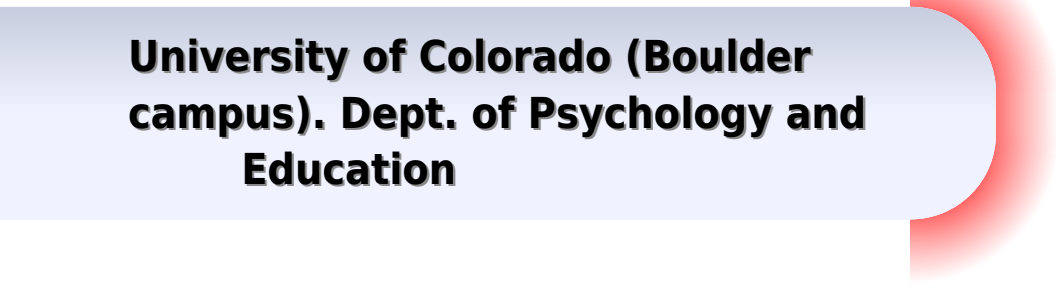
21. P(0, 1.25), L(0.5, 0)

$$m = \frac{1.25 - 0}{0 - 0.5} = \frac{1.25}{-0.5} = -2.5$$

$$= \frac{2.5}{-0.5} = -5$$

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**University of Colorado (Boulder
campus). Dept. of Psychology and
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Investigations in Mathematics Education ,1983 Mindset Mathematics: Visualizing and Investigating Big Ideas, Grade 8 Jo Boaler,Jen Munson,Cathy Williams,2020-01-29 Engage students in mathematics using growth mindset techniques The most challenging parts of teaching mathematics are engaging students and helping them understand the connections between mathematics concepts In this volume you ll find a collection of low floor high ceiling tasks that will help you do just that by looking at the big ideas at the eighth grade level through visualization play and investigation During their work with tens of thousands of teachers authors Jo Boaler Jen Munson and Cathy Williams heard the same message that they want to incorporate more brain science into their math instruction but they need guidance in the techniques that work best to get across the concepts they needed to teach So the authors designed Mindset Mathematics around the principle of active student engagement with tasks that reflect the latest brain science on learning Open creative and visual math tasks have been shown to improve student test scores and more importantly change their relationship with mathematics and start believing in their own potential The tasks in Mindset Mathematics reflect the lessons from brain science that There is no such thing as a math person anyone can learn mathematics to high levels Mistakes struggle and challenge are the most important times for brain growth Speed is unimportant in mathematics Mathematics is a visual and beautiful subject and our brains want to think visually about mathematics With engaging questions open ended tasks and four color visuals that will help kids get excited about mathematics Mindset Mathematics is organized around nine big ideas which emphasize the connections within the Common Core State Standards CCSS and can be used with any current curriculum **Making Sense of Mathematics for Teaching High School** Edward C. Nolan,Juli K. Dixon,Farhsid Safi,Erhan Selcuk Haciomeroglu,2016-05-19 Develop a deep understanding of mathematics by grasping the context and purpose behind various strategies This user friendly resource presents high school teachers with a logical progression of pedagogical actions classroom norms and collaborative teacher team efforts to increase their knowledge and improve mathematics instruction Explore strategies and techniques to effectively learn and teach significant mathematics concepts and provide all students with the precise accurate information they need to achieve academic success Combine student understanding of functions and algebraic concepts so that they can better decipher the world Benefits Dig deep into mathematical modeling and reasoning to improve as both a learner and teacher of mathematics Explore how to develop select or modify mathematics tasks in order to balance cognitive demand and engage students Discover the three important norms to uphold in all mathematics classrooms Learn to apply the tasks questioning and evidence TQE process to ensure mathematics instruction is focused coherent and rigorous Gain clarity about the most productive progression of mathematical teaching and learning for high school Watch short videos that show what classrooms that are developing mathematical understanding should look like Contents Introduction Equations and Functions Structure of Equations Geometry Types of Functions Function Modeling

Statistics and Probability Epilogue Next Steps Appendix Weight Loss Study Data References Index *Mathematics for Junior High School* School Mathematics Study Group, 1959 , **Investigations of the Department of Psychology and Education of the University of Colorado** University of Colorado (Boulder campus). Dept. of Psychology and Education, 1904 Investigations of the Department of Psychology and Education of the University of Colorado University of Colorado. Department of Psychology and Education, 1905 **High School Mathematics** Patricia S. Wilson, Sigrid Wagner, 1993 **Mathematics in Physics Education** Gesche Pospiech, Marisa Michelini, Bat-Sheva Eylon, 2019-07-02 This book is about mathematics in physics education the difficulties students have in learning physics and the way in which mathematization can help to improve physics teaching and learning The book brings together different teaching and learning perspectives and addresses both fundamental considerations and practical aspects Divided into four parts the book starts out with theoretical viewpoints that enlighten the interplay of physics and mathematics also including historical developments The second part delves into the learners perspective It addresses aspects of the learning by secondary school students as well as by students just entering university or teacher students Topics discussed range from problem solving over the role of graphs to integrated mathematics and physics learning The third part includes a broad range of subjects from teachers views and knowledge the analysis of classroom discourse and an evaluated teaching proposal The last part describes approaches that take up mathematization in a broader interpretation and includes the presentation of a model for physics teachers pedagogical content knowledge PCK specific to the role of mathematics in physics **Researching Mathematical Modelling Education in Disruptive Times** Hans-Stefan Siller, Vince Geiger, Gabriele Kaiser, 2024-06-03 This edited volume documents research on mathematical modelling education before during and after the Covid 19 pandemic Mathematical modelling is essential for understanding natural and human generated phenomena and informs decision making about events such as the pandemic climate change and other disruptive events Communication to the public often by the media makes use of mathematical modelling to justify changes to public policy as seen during the COVID 19 crisis Consequently mathematical modelling has assumed an increasingly prominent role in curricula internationally providing opportunities to understand how it is used in current circumstances and to plan for the needs of future societies This book focuses on research on mathematical modelling education and its implementation at school and tertiary level Contributions to the book and point to directions for further innovation in mathematical modelling education Authors of this volume are members of the International Community of Teachers of Mathematical Modelling the peak research body for the teaching and learning of mathematical modelling

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