
Moving Straight Ahead Test Answers

moving straight ahead practice answers - scasd - moving straight ahead practice answers iii. iv. b. the exact answers are given here. if students found the intersection points by inspecting the graphs, their answers may not be exact. i. (3.125, 1.5) ii. (6, 3) iii. (0.5, 8.5) iv. (2, 2) c. the values may not fit exactly because they may be estimates, but they should be close. 4. a. r 6 b. x ... **dear family, ahead: linear relationships unit goals ...** - moving straight ahead you can help your child with his or her work for this unit in several ways: • ask your child to describe some real-world situations in which linear functions are used to explain how the situations can be described using a table, a graph, and an equation. an example is phone charges that increase at a constant rate **ace answers | investigation 3 - answers | investigation 3 applications 1.** a. 25 shirts would cost \$70. you could use a table by trying to find a table by trying to find the cost c for every value of n. thus, the table would reflect values for $n = 1, 2, 3, \dots, 25$. you could use the graph by finding some coordinate pairs and then extending the line formed. you ... **moving straight ahead - unit test review sheet** - moving straight ahead - unit test review sheet short answer 1. use the graph at the right. a. find the slope of the line. b. find the equation of the line. 2. does the table below represent a linear relationship? if so, write an equation for that relationship. if not, explain. time (s) distance (m) 0 11 3 17 7 25 9 29 10 31 3. solve each ... **moving straight ahead investigation 2.3 answer key** - moving straight ahead - investigation 2.3 answer key hw: msa p. 38-51 # 5, 7, 11-14 5. a. \$35 is the initial charge for skating. \$4 is the price per student to skate. b. wheels to go; on the graph, you would see which line had the **7-5: moving straight ahead - connectedmathu** - 7-5: moving straight ahead unit goals, focus questions, and mathematical reflections unit 'oals linear relationships recognize problem situations in which two variables have a linear relationship identify and describe the patterns of change between the independent and dependent variables for linear relationships **ace answers - investigation 3 - p.s. 78** - answers | investigation 3 applications 1. a. 25 shirts would cost \$70. you could use a table by trying to find the cost c for every value of nus, the table would reflect values for $n = 1, 2, 3, \dots, 25$. you could use the graph by finding graph by finding the coordinate pairs. **moving straight ahead: homework examples from ace** - the graph above has a larger range of values for both axes because parts (c) and (d) ask for times greater than 6 hours and distances greater than 40 miles. **moving straight ahead investigation 2.2 answer key** - moving straight ahead - investigation 2.2 answer key hw: msa p. 38-51 # 3, 4, 6 3. ae situation is like the race between henri and emile because the question asks when the person traveling at the **7cmp06te ms4.qxd 2/13/06 6:57 pm page 115 answers** - 118 moving straight ahead 7cmp06te_ms4.qxd 2/13/06 6:57 pm page 118. b. thinking of the graphs makes it clear that james's phone bill will be cheaper for less than 38 minutes. for example, we can see that for zero minutes (the y-intercept), the cost is \$14.95 for james and \$34 for shani. **applications investigation '1: walking rates'** - moving 'straight ahead' investigation '1: walking rates'! homework: problem 1.4 a. a. describe the similarities and differences in tables 1- 4. b. explain how you can use the tables to decide if the data represent a linear relationship. **moving straight ahead unit test study guide** - moving straight ahead study questions 0. sharon owns a bakery that makes cakes. she must pay a monthly rent for the bakery, and has to pay for ingredients for each cake. in january she made 300 cakes and her expenses where \$2,930. in february she made 400 cakes and her expenses were \$3,730 a. how much do the ingredients for a single cake cost? b. **moving straight ahead - 7th grade math** - linear relationships i n moving straight ahead, you will explore properties of linearity. you will learn how to • recognize problem situations in which two or more variables have a linear relationship to each other • construct tables, graphs, and symbolic equations that express linear relationships • translate information about linear relations given in a table, a graph, **moving 'straight ahead' - images.pcmac** - 6 moving straight ahead problem 1.1 1.2 finding and using rates to determine your walking rate: • line up ten meter sticks, end to end (or mark off 100 meters), in the hall of your school. • have a partner time your walk. • start at one end and walk the length of the ten meter sticks using your normal walking pace. a. **ace assignment guide 4. 6 15 4 19 for problem 3** - 80 moving straight ahead ace assignment guide for problem 3.3 core 10, 12- 14, 39, 40, 43 other applications 11; unassigned choices from previous problems adapted for suggestions about adapting ace exercises, see the cmp special needs handbook. answers to problem 3.3 a. 1. $4x + 2 = 18$ $4x = 16$ (subtract two from both sides of the equation. you can also

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