

Lesson 7-1: Solving Systems by Graphing

Part 1: Solving Systems by Graphing

1. 080529a, P.1, G.G.63
When solved graphically, which system of equations will have exactly one point of intersection?
- [A] $y = -x + 15$ [B] $y = -x - 20$
 $y = -x + 25$ $y = x + 17$
- [C] $y = 0.5x + 30$ [D] $y = \frac{3}{5}x + 12$
 $y = 0.5x - 30$ $y = 0.6x - 19$

Lesson 7-3: Solving Systems Using Elimination

Part 1: Adding or Subtracting to Solve Systems

2. 060057a, P.1, A.A.10
Which ordered pair is the solution of the following system of equations?
- $$\begin{aligned} 3x + 2y &= 4 \\ -2x + 2y &= 24 \end{aligned}$$
- [A] $(-4, -8)$ [B] $(2, -5)$
[C] $(2, -1)$ [D] $(-4, 8)$
3. 040429a, P.1, A.A.10
What point is the intersection of the graphs of the lines $2x - y = 3$ and $x + y = 3$?
- [A] $(1, 2)$ [B] $(3, 0)$
[C] $(3, 3)$ [D] $(2, 1)$

4. 000716a, P.1, A.A.10
Which ordered pair satisfies the system of equations below?

$$3x - y = 8$$

$$x + y = 2$$

- [A] $(2.5, -0.5)$ [B] $(3, -1)$
[C] $(5, -3)$ [D] $(2.5, 0.5)$

5. 000013a, P.1, A.A.10
What is the value of y in the following system of equations?

$$2x + 3y = 6$$

$$2x + y = -2$$

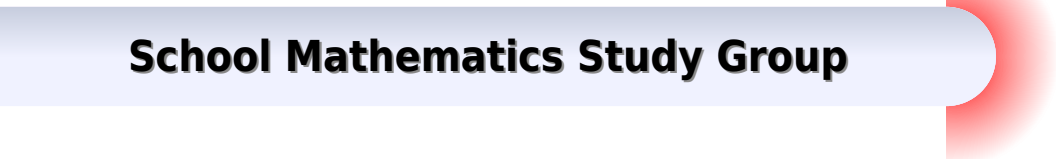
- [A] -3 [B] 1 [C] 2 [D] 4

6. 080706a, P.1, A.A.10
If $a + 3b = 13$ and $a + b = 5$, the value of b is
- [A] 4 [B] 1 [C] 4.5 [D] 7

7. 100708a, P.1, A.A.7
The equations $5x + 2y = 48$ and $3x + 2y = 32$ represent the money collected from school concert ticket sales during two class periods. If x represents the cost for each adult ticket and y represents the cost for each student ticket, what is the cost for each adult ticket?
- [A] \$4 [B] \$20 [C] \$8 [D] \$10

Unit 5 Systems Of Equations Inequalities Test Review

School Mathematics Study Group



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Student Solutions Manual Mark McCombs, Michael Sullivan, III, Randy Gallaher, 2005-04-14 Fully worked solutions to odd numbered exercises

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Unit School Mathematics Study Group, 1963

College Algebra Ron Larson, Robert P. Hostetler, Bruce H. Edwards, 2000-08 For college algebra courses in which graphing technology plays an integral role College Algebra A Graphing Approach 3 e is the undisputed leader in the field The text's unparalleled exercises motivating real life applications cutting edge design and innovative ancillaries and technology resources make it the most comprehensive program available Interactive College Algebra A Graphing Approach 2 0 CD ROM provides detailed solutions to every odd exercise in the text self assessment testing a built in Meridian Graphing Calculator Emulator animations video clips simulations and editable graphs and the entire contents of the text For those who prefer a web based program Internet College Algebra A Graphing Approach 1 0 is an interactive text specific subscription web site offering all of the above features plus opportunities for interaction online with peers and instructors

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Focus on College Algebra Robert D. Hackworth, George Schultz, 1994-10

Project-Based Learning in the Math Classroom Chris Fancher, Telannia Norfar, 2021-10-03 Project Based Learning in the Math Classroom explains how to keep inquiry at the heart of mathematics teaching and helps teachers build students abilities to be true mathematicians This book outlines basic teaching strategies such as questioning and exploration of concepts It also provides advanced strategies for teachers who are already implementing inquiry based methods Project Based Learning in the Math Classroom includes practical advice about strategies the authors have used in their own classrooms and each chapter features strategies that can be implemented immediately Teaching in a project based environment means using great teaching practices The authors impart strategies that assist teachers in planning standards based lessons encouraging wonder and curiosity providing a safe environment where failure occurs and giving students opportunities for revision and reflection Grades 6 10

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Focus on Intermediate Algebra Robert D. Hackworth,Robert H. Alwin,1993 *Mathematics in Middle and Secondary School* Alexander Karp,Nicholas Wasserman,2014-11-01 The experience and knowledge acquired in teacher education courses should build important fundamentals for the future teaching of mathematics In particular experience in mathematical problem solving and in planning lessons devoted to problem solving is an essential component of teacher preparation This book develops a problem solving approach and is intended to be a text used in mathematics education courses or professional development for pre service or in service middle and secondary school teachers It can be used both in graduate and undergraduate courses in accordance with the focus of teacher preparation programs The content of the book is suited especially for those students who are further along in their mathematics education preparation as the text is more involved with mathematical ideas and problem solving and discusses some of the intricate pedagogical considerations that arise in teaching The text is written not as an introduction to mathematics education a first course but rather as a second or probably third course The book deals both with general methodology issues in mathematics education incorporating a problem solving approach Chapters 1 6 and with more concrete applications within the context of specific topics algebra geometry and discrete mathematics Chapters 7 13 The book provides opportunities for teachers to engage in authentic mathematical

thinking The mathematical ideas under consideration build on specific middle and secondary school content while simultaneously pushing the teacher to consider more advanced topics as well as various connections across mathematical domains The book strives to preserve the spirit of discussion and at times even argument typical of collaborative work on a lesson plan Based on the accumulated experience of work with future and current teachers the book assumes that students have some background in lesson planning and extends their thinking further Specifically this book aims to provide a discussion of how a lesson plan is constructed including the ways in which problems are selected or invented rather than the compilation of prepared lesson plans This approach reflects the authors view that the process of searching for an answer is often more important than the formal result

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Digital SAT Study Guide Premium, 2024: 4 Practice Tests + Comprehensive Review + Online Practice Brian W. Stewart,2023-08 An expert overview of the new Digital SAT how the exam is changing and what to expect from the digital interface on test day

Introductory Algebra Alice Kaseberg,2003-10 Kaseberg presents an effective nontraditional approach to the traditional algebra curriculum The first and second editions gained a strong following among instructors who found that Kaseberg s use of guided discovery and problem solving facilitates the learning of new concepts and strengthens skill retention Kaseberg s informal interactive style makes algebra more accessible to students while maintaining a high level of mathematical accuracy To reduce preparation time for course leaders and facilitate use by adjuncts the Instructor s Resource Manual is a valuable resource The manual provides structured lesson and group activity suggestions for each section in the textbook incorporates materials from the textbook with supplemental projects and activities suggests core homework assignments and furnishes guided discussion questions This resource serves to bridge the gap between traditional pedagogy and a reform approach

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