

SLOPE

KEY CONCEPTS GUIDE

SLOPE KEY CONCEPTS

WHAT IS SLOPE?

Slope is a number that describes the direction and the steepness of a line. We can have a positive slope, negative slope, no slope, and undefined slope.



FINDING THE SLOPE OF A LINE

The slope of a line can also be described as the change in y versus the change in x or often called "rise over run." When given a graph you can determine the slope by counting the units that you will rise and run between two points, or calculating the change between two ordered pairs (two points) on the line.

Example:



Example:



$$\text{slope} = \frac{y_2 - y_1}{x_2 - x_1}$$

$$\text{slope} = \frac{3 - 1}{2 - 0}$$

$$\text{slope} = \frac{2}{2} = 1$$

$$\text{slope} = \frac{1 - 3}{2 - 0}$$

$$\text{slope} = \frac{-2}{2} = -1$$

$$\text{slope} = \frac{-2}{2} = -1$$

$$\text{slope} = -1$$

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$$\text{slope} = -1$$

SLOPE-INTERCEPT FORM

The slope-intercept form of a linear equation is $y = mx + b$.

Where m is the slope of the line and b is the y -intercept of the line.



$$y = mx + b$$

m is slope
 b is y -intercept

When given information to identify the slope and y -intercept, use the slope-intercept form to write the equation of the line. For example, if the slope is 2 and the y -intercept is 3, the equation of the line is $y = 2x + 3$.

POINT-SLOPE FORM

When given a point and the slope of a line, use the point-slope form to write the equation of the line. The point-slope form is $y - y_1 = m(x - x_1)$.

Example: $m = 2$, $P(1, 3)$

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

Step 7:

Step 8:

Step 9:

Step 10:

Step 11:

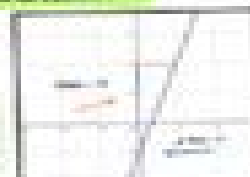
Step 12:

Step 13:

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KEY VOCABULARY, STEP-BY-STEP EXAMPLES, + VISUALS
ALL TOGETHER IN ONE COHESIVE GUIDE!

Algebra Investigating Slope Key

Katherine Klippert Merseth

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Algebra Investigating Slope Key:

The Future of the Teaching and Learning of Algebra Kaye Stacey, Helen Chick, Margaret Kendal, 2006-04-11 Kaye Stacey Helen Chick and Margaret Kendal The University of Melbourne Australia Abstract This section reports on the organisation procedures and publications of the ICMI Study The Future of the Teaching and Learning of Algebra Key words Study Conference organisation procedures publications The International Commission on Mathematical Instruction ICMI has since the 1980s conducted a series of studies into topics of particular significance to the theory and practice of contemporary mathematics education Each ICMI Study involves an international seminar the Study Conference and culminates in a published volume intended to promote and assist discussion and action at the international national regional and institutional levels The ICMI Study running from 2000 to 2004 was on The Future of the Teaching and Learning of Algebra and its Study Conference was held at The University of Melbourne Australia from December to 2001 It was the first study held in the Southern Hemisphere There are several reasons why the future of the teaching and learning of algebra was a timely focus at the beginning of the twenty first century The strong research base developed over recent decades enabled us to take stock of what has been achieved and also to look forward to what should be done and what might be achieved in the future In addition trends evident over recent years have intensified Those particularly affecting school mathematics are the massification of education continuing in some countries whilst beginning in others and the advance of technology

Algebra 1: An Integrated Approach McDougal Littell Incorporated, 1998 Discovering Algebra Preliminary Edition Jerald Murdock, Ellen Kamischke, Eric Kamischke, 2000 **The Geometer's sketchpad: dynamic geometry for the 21 century.** Steven Chanan, 2000 *International Reflections on the Netherlands Didactics of Mathematics* Marja van den Heuvel-Panhuizen, 2019-08-13 This open access book inspired by the ICME 13 Thematic Afternoon on European Didactic Traditions takes readers on a journey with mathematics education researchers developers and educators in eighteen countries who reflect on their experiences with Realistic Mathematics Education RME the domain specific instruction theory for mathematics education developed in the Netherlands since the late 1960s Authors from outside the Netherlands discuss what aspects of RME appeal to them their criticisms of RME and their past and current RME based projects It is clear that a particular approach to mathematics education cannot simply be transplanted to another country As such in eighteen chapters the authors describe how they have adapted RME to their individual circumstances and view on mathematics education and tell their personal stories about how RME has influenced their thinking on mathematics education **Developing Essential Understanding of Proof and Proving for Teaching Mathematics in Grades 9-12** Amy B. Ellis, Kristen Bieda, Eric J. Knuth, 2012 Focuses on essential knowledge for teachers about proof and the process of proving It is organised around five big ideas supported by multiple smaller interconnected ideas essential understandings Taking you beyond a simple introduction to proof and the activities involved in proving the book will broaden and deepen your mathematical

understanding of one of the most challenging topics for students and teachers Windows on Teaching Math Katherine Klippert Merseeth, 2003-01-01 Cases while always interesting to read are more effective when discussed under the guidance of a skillful leader Because many educators are new to the case method of instruction particularly in the subject area of secondary mathematics this facilitator's guide is an essential companion to Windows on Teaching Math Cases of Middle and Secondary Classrooms In this guide Katherine Merseeth provides specific teaching notes that correspond to each case helping educators to successfully use Windows on Teaching Math in a teacher education course or professional development workshop *Mathematical Investigations* Phil DeMarois, Mercedes A. McGowen, Darlene Whitkanack, 2001 Reflective of AMATYC and NCTM standards for teaching mathematics this text the first in a series of two texts aims to make mathematics truly accessible to all students by taking an active approach to learning Focused on mathematical reasoning and problem solving strategies *Mathematical Investigations* presents a series of carefully sequenced investigations where students gather data and work collaboratively to discover key concepts The function concept is central to all topics from Chapter 3 forward and is explored through multiple representations This text explores variables notation and processes explicitly rather than assuming students have mastered these concepts in previous courses Content is explored in depth and contextual problems are revisited throughout the text to create a spiral that gives students multiple opportunities to master important skills and concepts Graphing calculators are integrated throughout the text to help students discover patterns and interpret data intelligently Students construct their knowledge of a particular topic in a real world context and then reinforce this knowledge through reflection practice and synthesis with other topics as they work through the text Think Tank Library Mary Boyd Ratzer, Paige Jaeger, 2015-01-22 Transform your library into a think tank by helping teachers create an active learning environment in which students question investigate synthesize conclude and present information based on Common Core standards The rigors of today's mandated academic standards can repurpose your library's role as a steward of the Common Core State Standards CCSS at your school Created for teachers of grades 6 through 12 this guide will help you help present exciting field tested lessons that address developmental steps and individual differences in key competencies in the CCSS Authors and educators Mary Ratzer and Paige Jaeger illustrate how brain based learning helps students become deep critical thinkers and provide the lesson plans to coax the best thinking out of each child This tool book presents strategies to help learners progress from novice to expert thinker challenge students with questions that lead to inquiry incorporate rigor into lessons and use model lesson plans to change instruction Beginning chapters introduce the basics of instruction and provide ideas for expert cognitive growth of the brain Sample lessons are aligned with key curriculum areas including science social studies music art and physical education **Landslide Science and Practice** Claudio Margottini, Paolo Canuti, Kyoji Sassa, 2013-08-18 This book contains peer reviewed papers from the Second World Landslide Forum organised by the International Consortium on Landslides ICL that took place in September 2011 The entire material from the

conference has been split into seven volumes this one is the sixth 1 Landslide Inventory and Susceptibility and Hazard Zoning 2 Early Warning Instrumentation and Monitoring 3 Spatial Analysis and Modelling 4 Global Environmental Change 5 Complex Environment 6 Risk Assessment Management and Mitigation 7 Social and Economic Impact and Policies

Electronic Learning ,1984 **An Investigation of University Students' Understanding of the Fundamental Theorem of Calculus** Julie Ellen Dent,1995 *Geometry: An Integrated Approach* McDougal Littell Incorporated,1998

Calculus Charles Henry Edwards,David E. Penney,2002 *Making Sense of Elementary Algebra* Elaine A. Kasimatis,Cindy L. Erickson,2000 Reflecting NCTM and AMATYC standards this reform algebra text presents elementary topics in the context of problem solving and concept development Focusing on data equations and graphing students work in small groups to investigate eight core mathematical problems adding skills to their mathematical tools kits through active learning Emphasizing hands on understanding over routine drill the authors incorporate the use of physical objects for developing mathematical models and structures When appropriate scientific calculators are integrated **Glencoe Algebra 1** ,2001 **College Algebra** Marvin L. Bittinger,1997 **Vibration, Structural Engineering and Measurement II** Chun Liang Zhang,Paul P. Lin,2012-11-29 Selected peer reviewed papers from the 2012 International Conference on Vibration Structural Engineering and Measurement ICVSEM 2012 October 19 21 2012 Shanghai China **Understanding Middle School Math** Arthur A. Hyde,Cheryl Heck,Susan Friedlander,Lynn Pittner,2009 Imagine handling students state by state data on the number of gallons of soft drinks sold per person in one year Imagine using it to lead a vibrant problem solving session in which students energetically pose and answer mathematical questions Why does it say sold instead of consumed What is a soft drink Is it the same as a soda Who would collect this kind of data Why would they collect it How was gallons per person calculated What was the total amount of soda sold in our state How many 12 ounce cans is that 20 ounce bottles How many of each per person Understanding Middle School Math gathers 50 cool problems like this that lead to deep thinking Problems such as the Renovation Problem in which students uncover ideas about how perimeter area length and cost affect a construction project Or Chocolate Algebra where they discover linear relationships among the pocket money available to buy two differently priced chocolate candies Arthur Hyde combines the latest research and decades of classroom experience to braid language cognition and math His approach can help any student including underprepared ones with the rigors of math in middle school and beyond He has created and adapted problems that strongly connect math to the real world to students lives and to prior knowledge Problems that scaffold content and processes and give students multiple entry points into learning Every problem has been extensively field tested and refined by classroom teachers And for each cool problem practicing middle school teachers describe how they used it to differentiate over a wide range of students and extend learning For fantastic problems your students won't soon forget and teaching solutions that are exciting substantial and transformative turn to Art Hyde Read and use Understanding Middle School Math and pass your love of math on as you

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