

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 "rise over run." When given a graph, you can determine the slope by counting the units that you go up and over between two points, or calculating the change between two ordered pairs (two points) on the line.

Example:



Example:



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

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

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

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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 (the line intersects the y -axis).



$y = mx + b$
no slope
is a horizontal line

When given an equation, you can identify the slope and y -intercept. For example, the equation $y = 2x + 3$ has a slope of 2 and a y -intercept of 3. The equation $y = -1$ has a slope of 0 and a y -intercept of -1. The equation $x = 2$ has an undefined slope and a x -intercept of 2.

GRAPHING WITH SLOPE AND EQUATION

Example 1: When given an equation, you can identify the slope and y -intercept. For example, the equation $y = 2x + 3$ has a slope of 2 and a y -intercept of 3.

Example 2: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 2 and a y -intercept of 3 is shown.

Example 3: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of -1 and a y -intercept of 3 is shown.

Example 4: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 1 and a y -intercept of 3 is shown.

Example 5: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 2 and a y -intercept of 3 is shown.

Example 6: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of -1 and a y -intercept of 3 is shown.

Example 7: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 1 and a y -intercept of 3 is shown.

Example 8: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 2 and a y -intercept of 3 is shown.

Example 9: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of -1 and a y -intercept of 3 is shown.

Example 10: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 1 and a y -intercept of 3 is shown.

Example 11: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 2 and a y -intercept of 3 is shown.

Example 12: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of -1 and a y -intercept of 3 is shown.

Example 13: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 1 and a y -intercept of 3 is shown.

Example 14: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 2 and a y -intercept of 3 is shown.

Example 15: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of -1 and a y -intercept of 3 is shown.

Example 16: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 1 and a y -intercept of 3 is shown.

Example 17: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of 2 and a y -intercept of 3 is shown.

Example 18: When given a graph, you can identify the slope and y -intercept. For example, the graph of a line with a slope of -1 and a y -intercept of 3 is shown.

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ALL TOGETHER IN ONE COHESIVE GUIDE!

Algebra Investigating Slope Key

Steven Chanan



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 *Key Maths* David Baker, 2001 Planned developed and written by practising classroom teachers with a wide variety of experience in schools this maths course has been designed to be enjoyable and motivating for pupils and teachers The course is open and accessible to pupils of all abilities and backgrounds and is differentiated to provide material which is appropriate for all pupils It provides spiral coverage of the curriculum which involves regular revisiting of key concepts to promote familiarity through practice This teacher's file is designed for stage three of Year 9 *Key Maths 9/1 Teacher File- Revised* David Baker, Paul Hogan, Barbara Job, Irene Patricia Verity, 2014-11 Fully in line with the Framework for Teaching Mathematics this series provides coverage of the curriculum intended to enable students to revise and consolidate key concepts Every chapter contains questions in the style of the National Tests The three Ma1 tasks in every student's book have detailed marking guidance in the equivalent teacher file to support key assessment at the end of the key stage The last resource section of this file contains a series of summary activities for new or previously absent teachers or pupils covering all the chapters Additions such as question banks and ICT CD ROMs are available to provide further support 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

Calculus Essentials For Dummies Mark Ryan, 2019-04-15 Calculus Essentials For Dummies 9781119591207 was previously published as Calculus Essentials For Dummies 9780470618356 While this version features a new Dummies cover and design the content is the same as the prior release and should not be considered a new or updated product Many colleges and universities require students to take at least one math course and Calculus I is often the chosen option Calculus Essentials For Dummies provides explanations of key concepts for students who may have taken calculus in high school and want to review the most important concepts as they gear up for a faster paced college course Free of review and ramp up material Calculus Essentials For Dummies sticks to the point with content focused on key topics only It provides discrete explanations of critical concepts taught in a typical two semester high school calculus class or a college level Calculus I course from limits and differentiation to integration and infinite series This guide is also a perfect reference for parents who need to review critical calculus concepts as they help high school students with homework assignments as well as for adult learners headed back into the classroom who just need a refresher of the core concepts The Essentials For Dummies Series Dummies is proud to present our new series The Essentials For Dummies Now students who are prepping for exams preparing to study new material or who just need a refresher can have a concise easy to understand review guide that covers an entire course by concentrating solely on the most important concepts From algebra and chemistry to grammar and Spanish our expert authors focus on the skills students most need to succeed in a subject

Math for All Learners Pam Meader, Judy Storer, 2000 Gives students a real world basis for the abstract ideas of algebra Explores a wide range of topics including ratio and proportion polynomials integer operations linear equations graphing and more

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

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

Resources for Preparing Middle School Mathematics Teachers Cheryl Beaver, Laurie J. Burton, Maria Gueorguieva Gargova Fung, Klay Kruczek, 2013 Cheryl Beaver Laurie Burton Maria Fung Klay Kruczek editors Cover [Appendices to "An Investigation of Prediction of Success in Naval Flight Training"](#) United States. Civil Aeronautics Administration. Division of Research, Jacob E. Finesinger, Stanley Cobb, Eliot Dismore Chapple, Mary Agnes Burniston Brazier, 1948

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

Enhancing Your Students' Mathematics Learning Through Cooperative Small-Group Discovery Neil Davidson, James Fey, Charlene Beckmann, 2025-08-13 This book outlines cooperative small group discovery CSGD theory and practical learning strategies for implementing it in secondary and collegiate classrooms Based on Neil Davidson's decades of work the author team has designed a resource to help current users of small group methods in mathematics refine their practice and to entice others to try the strategies themselves The book describes principles and strategies for teaching complemented by an extensive collection of examples from instructional materials designed to support teacher implementation with a focus on topics in the algebra curriculum Chapters are organized into four parts beginning with the theory and practice of CSGD and moving through examples and guidance both on sequencing CSGD activities into unit plans and addressing challenges of CSGD in the classroom The authors outline the rationale and basic operational principles of teaching through CSGD as well as common student and teacher roles accompanied by a variety of structural models to illustrate these roles The authors also include lesson plans that show how students can develop an understanding of elementary and advanced algebra through problem based CSGD and how coherent units of CSGD material can be used to

develop student understanding of key ideas about linear and quadratic functions The authors complement this information with practical strategies for getting started with cooperative small group discovery teaching some common challenges in using small group methods and proven methods for solving those problems Ideal for educators and faculty involved in secondary and collegiate mathematics instruction this resource develops teacher understanding of principles and methods of cooperative learning and provides practical advice on getting started and refining that work **Advanced Common Core Math Explorations** Jerry Burkhart, 2021-09-03 Students become mathematical adventurers in these challenging and engaging activities designed to deepen and extend their understanding of concepts from the Common Core State Standards in Mathematics The investigations in this book stretch students mathematical imaginations to their limits as they create and manipulate geometric figures draw and analyze complex designs and develop and apply measurement strategies to solve challenging real world and mathematical problems Each activity comes with extensive support for classroom implementation including learning goals discussion guides detailed solutions and suggestions for extending the investigation There is also a free supplemental e book offering strategies for motivation assessment parent communication and suggestions for using the materials in different learning environments Grades 5-8 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 **Electronic Learning** , 1984 **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 *Technology Integration and Transformation in STEM Classrooms* Martin, Christie, Miller, Bridget T., Polly,

Drew, 2022-10-28 Teacher and student access to technology in both schools and at home continues to rise. Due to this increase, there is a need to examine how technology is supporting teaching and learning in STEM classrooms from early childhood through college level mathematics. To ensure it is utilized appropriately, further study on the use of technology in classrooms where students are learning science, technology, engineering, and mathematics content is required. *Technology Integration and Transformation in STEM Classrooms* offers meaningful and comprehensive examples of implementing technology to support STEM teaching and learning and provides a deeper understanding of how to ensure technology is used to enhance the learning environment. The book also details how educators can select effective learning tools for their classrooms. Covering key topics such as student engagement, active learning, teacher leaders, and e-learning, this reference work is ideal for administrators, policymakers, educational leaders, researchers, academicians, scholars, practitioners, instructors, and students.

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