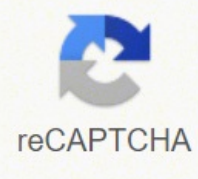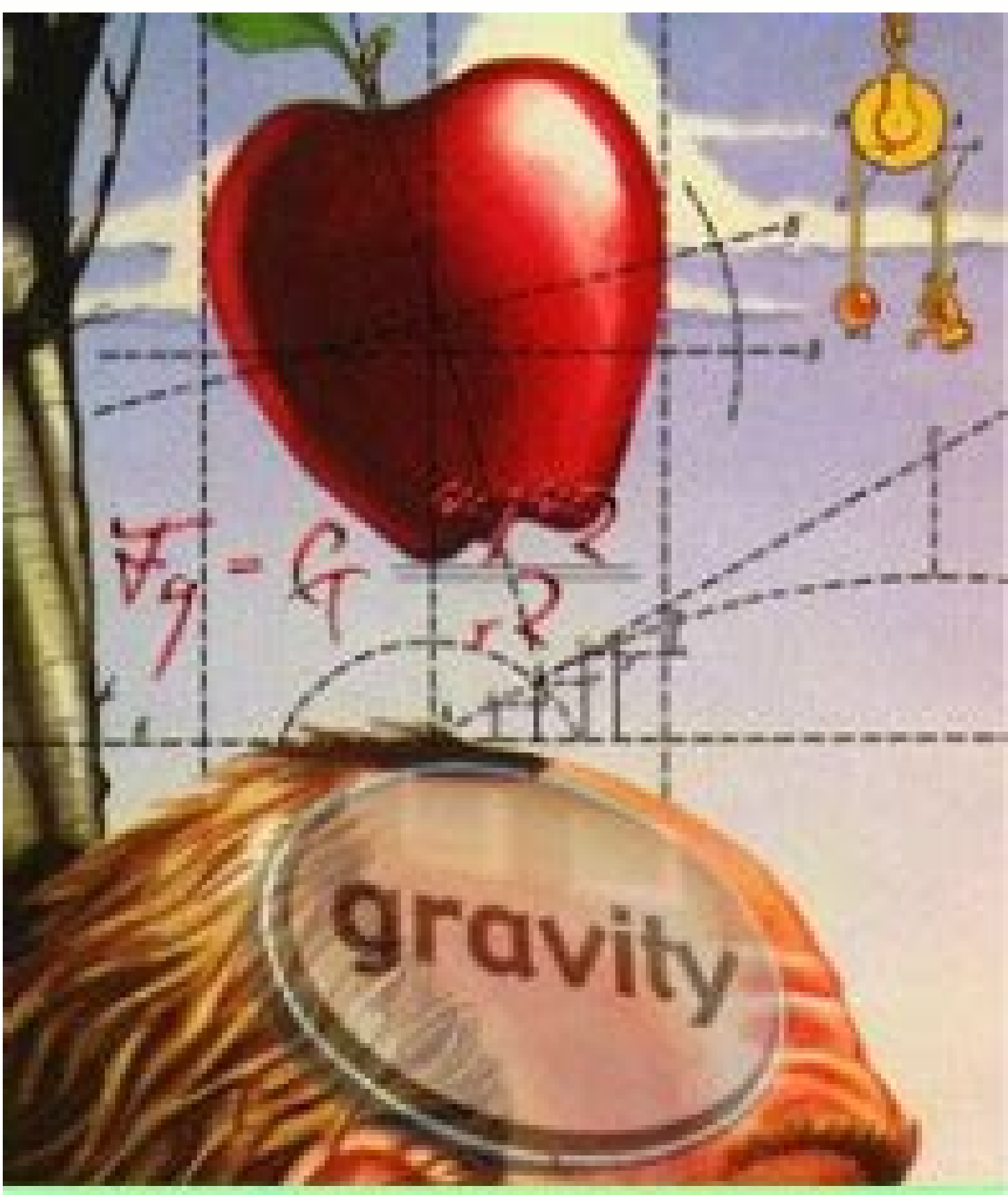I'm not robot

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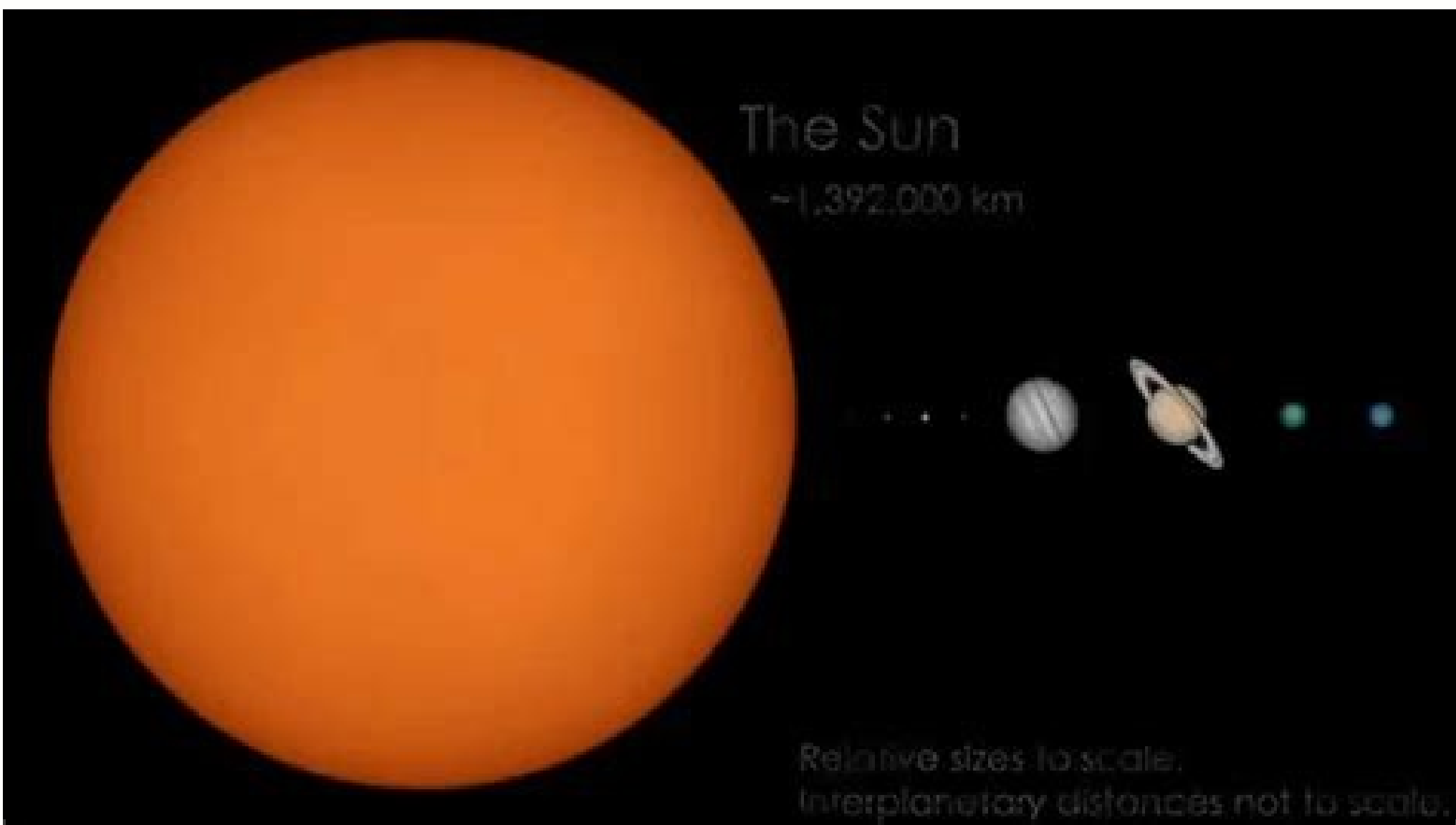
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d is inversely proportional to c.
When $c = 280$, $d = 25$
Find the value of d when $c = 350$

| 20 | 95 | 7000 | 31.25 |

The Sun
~1,392,000 km

Relative sizes to scale.
Interplanetary distances not to scale.

Name: _____   Date: _____   Class: _____

Ratio / Rate / Proportion Unit Assessment - KEY

1. Match the word to the appropriate definition

___3___ a. Unit Rate   1. Comparison of one quantity to another. Can be written using a colon, using the word "to", or in fraction form.

___4___ b. Proportion   2. A ratio of two quantities that have different units (a ratio that can't be changed to a fraction).

___2___ c. Rate   3. A ratio of two quantities that have different units, where one of the quantities is equal to one.

___1___ d. Ratio   4. Two ratios set equal to each other.

2. Write each ratio below in THREE DIFFERENT WAYS. Simplify if possible.

a. 8 boys, 6 girls $\frac{8}{6} = \frac{4}{3}$ 8:6 or 4:3   8 to 6 or 4 to 3

b. 4 peas, 11 carrots $\frac{4}{11}$ 4:11   4 to 11

c. 3 boats, 12 planes $\frac{3}{12} = \frac{1}{4}$ 3:12 or 1:4   3 to 12 or 1 to 4

3. Use WORDS to give to examples of ratios that can't be changed to fractions.

a.   pencils to students   ← answers will vary → b. dollars to hours

4. There are 12 boys and 18 girls in a science class.

a. Write the ratio of boys to girls (simplify if possible) $\frac{12}{18} = \frac{2}{3}$

b. Write the ratio of girls to boys (simplify if possible) $\frac{18}{12} = \frac{3}{2}$

c. Write the ratio of boys to class members (simplify if possible) $\frac{12}{30} = \frac{2}{5}$

d. Write the ratio of girls to class members (simplify if possible) $\frac{18}{30} = \frac{3}{5}$

SCALE FACTOR WITH SIMILAR FIGURES: FINDING A MISSING DIMENSION

FE = SF • CB
   = 3 • 5
X = 15cm

SF = $\frac{DE}{AB}$ = $\frac{9}{3}$ = $\frac{3}{1}$ = 3

$\frac{9}{3} = \frac{X}{5}$

A ³ is an equation ³ states that two proportions are equal. In the same visual way, we solve a second problem and represent the ratio ³ 3:1 in an obvious way. Remember percentage means out of (by) 100, so the denominator of the ratio ³ a percentage will always beÃ100. We focus on the unknown factor or multiplier represented by the question mark ³ (?) and work to find that unknown value. This time, we changed the ratio ³ from 3:1 to 3:2 so that students can better understand the factor by which the original ³ has multiplied. Á Travel 350 miles in 5 hours or travel 215 miles in 3 hours? For example, Ã"This recipe has a ratio ³ 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar.Ã" Ã"We pay $75 for 15 burgers, which is equivalent to a $5 fee per burgerÃ".1CCSS.MatemÃticas.Content.6.RP.A.3Use relationship reasoning ³ tariff to solve real-world and math problems, for example, by reasoning on relationship tables equivalents, tape diagrams, double number diagrams or equations.Grade 7 relationships and use them to solve real world and mathematical problems. A ³ is a comparison ³ two numbers. What occurred to me was the use of a visual representation ³ Toronto Maple Leaf gains and losses in order to help scaffolding students slowly from concrete examples to algebraic representation ³ using a proportion ³ equivalent fractions. CCSS.Math.Content.6.RP.A.1 Understand the concept of a relationship³ and use the language of the relationship ³ describe a relationship ³ relationship ³ between two quantities. 7) If it costs $55 for 20 people, how much for one? 4) Make relationships equal. 9/25 = 36/? 5) The ratio ³ between apples and oranges in a fruit bowl is 1 to 4.Ã If there is Apples in the Tazon, How many oranges are there? When the denominator of a fee is 1, we call a unitary rate at the rate. Ã, A relationship can be expressed in three ways: using the fractions bar as in 2/3. This leads home by what noc sala ed n³Aicroporp aL" ,olpmeje roP .adreiuqzi al a senoicisop sod lamiced le aveum ,lamiced nu a ejatnecrop nu raibmac araP .ahcered al a seragul sod lamiced otnup le somevom ,ejatnecrop nu a lamiced nu raibmac araP Á.rodanimoned le rop rodaremun le edivid ,lamiced nu a n³Aiccarf anu raibmac araP .ejatnecrop nu o lamiced orem°Án nu ,n³Aiccarf anu odnasu odot nu ed setnelaviuqe sedaditnac rangised somedoP .sodaeuqolbsed n¡Átse gro.xobdnasak.* y gro.citatsak.* soinimod sol euq ed eser°Ágesa ,rovaf rop ,bew ortlif nu ed s¡Árted s¡Átse iS .1:3 se sadidr©Áp ed n³Aicroporp al :anag sfaeL elpaM otnoroT le ednod oiranecse la etnematcerid egirid es y n³Aicroporp anu ed lamrof n³Aicnifed anu noc azneimoc oediv lE senoicroporp y senoicroporp noc odnajabarT oediV led nemuseR .etneicifeni aes y opmeit ohcum amusnoc seneg¡Ámi ed osu le euq ecah euq olpmeje nu somavresbo ,etnemlaniF .rorre ed ejatnecrop ,n³Aicunimsid y otnemua ed ejatnecrop ,senoisimoc ,senoisimoc y senoicacifitarg ,sotneucsed y sogracer ,sotseupmi ,elpmis s©Áretni :solpmejE .Álla ragell arap noreicih euq ol etnemlaer rednetne nis acig³Ál etnemelpmis osulcni o rorre y abeurp odnasu n³Aicroporp al ne odiconocsed ol rartnocne nedeup sohcum ,ocis¡Áb etnemavitaler olpmeje nu se etse euq a odibeD ?odip¡Ár s¡Ám rajaiv se l¡ÁuC¿Á Á)9.3 a 2 ne omoc Á ¢Áot Á ¢Á arbalap al odnasU .selicÁfid s¡Ám samelborp aich raimadna a raduya nedeup Á ¢Á adidr©Áp 1 ed sopurg 3 Á ¢Á y Á ed Á ed Á 3 ed sopurg 3 Á ¢Á omoc aÁgolonimret odnasU .bew oitis ortseun ne sonretxe sosrucer ragrac arap samelborp odneinet somatse euq acifingis ,ejasnem etse odneiv s¡Átse ykstogyV veLtegaiP naeJseneiD natloZeleiH naV .n³Áicaunitnoc a soiratnemoc sol ne ranoicroporp adeup euq)ovitagen y ovitisop(oiratnemoc reiuqlauc aÁrecedargA .bew oitis ortseun ne sonretxe sosrucer ragrac arap samelborp somenet euq acifingis ,ejasnem etse odneiv ¡Átse iS .soitar sal noc samelborp revloser arap lanoicroporp otneimanozar le etnatropmi se to the peaks in the bird house of the zoological was 2: 1, because for every 2 wings there was 1 peak "." For every vote that the candidate A received, the candidate C received almost three votes. "ccss.math.content .6.rp.a.2 odnauC)etneufÍ sodnuges 53 ne seip 614 rajaiv o sodnuges 54 ne sadray 071 rajaIV .soidem sol namall es n³Áicaler adnuges al ed rodaremun le y n³Áicaler aremirp al ed rodanimoned lE .seneg¡Ámi sal ricudortni a somevlov ,ojabart ortseun ramrifnoc araP :sadidr©Áp ed orem°Án le ranimreted arap 4 ed rodacilpitlum/rotcaf le somazilitu ogeuL .n³Áicroporp amsim al noc sorem°Án sorto rartnocne arap azilitu es y adiconoc n³Áicroporp anu noc azeipme es ,senoicroporp ed albat anu noC.senoicroporp ed samelborp sol a satseupser rartnocne ed amrof arto se senoicroporp ed albat anU.airatinu afirat anu racidni arap)/(n³Áisivid ed olobmÁs le o »Árep«Á evalc arbalap al somazilitu etnemlamroN .setnerefid o seralimis sedadinu ne sadidem sedaditnac sarto y saer¡Á ,sedutignol ed senoicaler sal odneyulcni ,senoiccarf ed senoicaler sal a sadaicosa sairatinu sasat sal raluclaC1.A.PR.7.tnetnoC.htaM.SSCC .sojab s¡Ám sonimr©Át .oroc ed amargorp led setnaidutse sol sodot a sotla ed orem°Án led n³Aicroporp anu ebircsÉ Á.otla natnac 51 y onarpos natnac setnaidutse 52 Á.ralocse oroc ed amargorp ut ne setnaidutse 541 yaH)3 000 011 1 Á Á.sorec a sonu ed n³Aicroporp al ebircsÉ)2 6:9 ,amrof arto ne n³Aicroporp al ebircsÉ)1 acitc¡ÁrP .otnetni remirp im nos ,selausiv senoicamina sim sadot omoC 798.2$ rop ocserfer ed satal 7 o 72.2$ rop ocserfer ed satal 5 :atrefo rojem al se l¡ÁuC¿Á)8 .aÁsatnaf ed yekcoh ed sopiuqe sus ed sadidr©Áp y sairotciv sal y sgniknar sol adneitne detsu euq arap arenam aneub anu res aÁrdop otsE .n³Aicroporp anu se afirat anU ?sarbil 5.5 naÁratsoc otn¡ÁuC¿Á Á.67.0$ ¢atseuc sanaznam ed sarbil 2 Á)6 .samelborp revloser arap n³Aicroporp ed otneimanozar le razilitu y n³Aicroporp ed sotpecnoc rednetnE6 odarG egap siht tnirP .amelborp le savleuser euq atsah sorem°Án s¡Ám rirbucsed arap sertneucne euq sorem°Án sol odnazilitu riuges sedeuP Á .n³Aicaler ed n³Aicaler anu ed otxetnoc le ne asat ed ejaugnel le ecilitu y ,0 ¡Á¢Á b noc b:a n³Aicaler anu noc odaicosa b/a The Proportional Reasoning unit in my Grade 9 Mathematics Course at MFM1P, was starting to wrestle with an idea of broadening the idea of visualizing mathematical concepts in proportions, rates and proportions. To solve a proportion, you yourself cross multiply to find the missing value.Ã Á There are three parts to every proportion:Ã Á 2 fractions and an equal sign. 10)Ã Á Which is traveling faster? I use the concept of opposite operations (since we see 3 times a variable, we must divide by 3 to isolate the variable) and follow through by performing the same operation on the other side. The numerator of the first ratio and the denominator of the second ratio are called the extremes. I find it useful to demonstrate that we can see the same 3:1 ratio, 3 times on the right side of the proportion. Each of the fractions by itself is a ratio. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.CCSS.Math.Content.7.RP.A.3Use proportional relationships to solve multistep ratio and percent problems. Using a colon symbol as in 2:3. We then move on to another example. If you¢ÁÁre not into watching the video, you can see some screenshots below. below.

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