

Accelerated 7

Exit Tickets

This document contains printable and customizable versions of the Exit Tickets recommended
in the Into Math Teacher Edition. The Exit Ticket is also available as a Projectable PDF on
Ed: Your Friend in Learning.

Exit Tickets are an optional way to wrap up a lesson. The problem provided for each lesson assesses
whether students grasped the lesson content.

To save paper when printing, the document is formatted with 2 to a page for some lessons and 4 to a page
in other lessons, based on the space students will likely need to answer the question(s).

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Module 1 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe a unit rate. Explain how you can use a unit rate to

make a table.

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Module 1 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe a situation involving distance traveled and time.

Make a proportional table to support your scenario. Write

the equation for the scenario. Underline the constant of

proportionality in your equation.

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proportionality in your equation.

Module 1 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Toni uses $\frac{2}{3}$ cup sunflower seeds to $\frac{1}{4}$ cup oat bran in a recipe for energy bars. What is the unit rate of cups of sunflower seeds to cups of oat bran that she can use to make any sized batch of energy bars?

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Module 1 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parking for 4 hours costs $10. Parking for 5 hours costs $12.

Is this a proportional relationship, and if so, what is the

constant of proportionality?

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Module 1 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Donnie earns extra money as a lifeguard. He earns $52.50

for 5 hours. Identify the constant of proportionality, and

write an equation for the proportional relationship.

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Module 1 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Weavers are making a carpet from a scale drawing. The

carpet will be 10 ft by 14 ft. Every 5 in. on the drawing

represents 7 ft of carpet.

What are the length and width of the scale drawing?

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Module 2 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A movie theater currently seats 400 people. After a

renovation, the movie theater will have larger seats, so it

will be able to seat only 320 people. What is the percent

decrease in the number of seats?

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Module 2 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A store sells boxes of detergent at a regular price of $4.55.

Next week, the detergent will be on sale at a 20% discount.

What will be the sale price?

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A lawnmower costs $122.50. The sales tax is 8%. Write an

equation of the form *y* = *kx* and use it to find the amount of

tax on the lawnmower.

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Module 2 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Liling is a salesperson at a computer store. She receives a

base salary of $2,300 per month and she receives a

commission of 3% on her sales. She also receives a fee of $8

for each extended warranty she sells. This month her sales

total is $44,000, and she sells 41 extended warranties. What

is her salary this month?

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Jackson deposits $4,200 in a savings account that pays 3.5%

annual interest. What is the total value of the account after

10 years?

Module 2 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jackson deposits $4,200 in a savings account that pays 3.5%

annual interest. What is the total value of the account after

10 years?

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Jackson deposits $4,200 in a savings account that pays 3.5%

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Jackson deposits $4,200 in a savings account that pays 3.5%

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10 years?

Module 3 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nilda has 40 points on a game show. She answers the next

question incorrectly and loses 50 points. Sketch a number

line to find the new score.

Module 3 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nilda has 40 points on a game show. She answers the next

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Module 3 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Elias is playing a board game and has 35 points. He chooses

a card that tells him how many points to add to his score.

The value on the card is –45. Write an addition expression

to represent this situation and find the sum.

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Module 3 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Travis starts a hike at 10.2 meters above sea level. During

the hike, he descends a total of 12.6 meters. What is his final

elevation? What addition or subtraction equation represents the situation?

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Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The morning temperature in Newtown was –5.2 °F. As the

day progressed a warm front moved in from the south, and

the temperature rose 28.8 °F.

Write and evaluate an expression showing the current temperature in Newtown.

Module 4 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 4 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The temperature in Fairfield is 8.4 °F and drops to –12.7 °F

due to an Alberta Clipper.

Write and evaluate a subtraction expression to determine the change in temperature.

Module 4 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The temperature in Fairfield is 8.4 °F and drops to –12.7 °F

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Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summarize the rule for multiplying or dividing two numbers with the same sign. Summarize the rule for multiplying or dividing two numbers with different signs.

Module 4 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summarize the rule for multiplying or dividing two numbers with the same sign. Summarize the rule for multiplying or dividing two numbers with different signs.

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Module 4 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write $-4\frac{2}{7}$ as a fraction in three different ways. Then explain

why it is or is not a rational number.

Module 4 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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why it is or is not a rational number.

Module 4 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An ant crawls on a wall along a vertical path. The ant’s initial

elevation is 15 feet and the change in elevation is −2.4 feet

per minute. What is the ant’s elevation after 6 minutes?

Module 4 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 5 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To get to her music lesson, Natasha pays $0.25 in bus fare.

After her lesson, she buys a snack for $2.12 and pays

another $0.25 in bus fare. She has four music lessons a

week.

Write and evaluate an expression showing her weekly costs for transportation and snacks.

Module 5 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Write and evaluate an expression showing her weekly costs for transportation and snacks.

Module 5 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lara is planting seedlings in small flower pots. She buys a

bag of soil that costs $4.85 and contains 16.5 cups of soil.

Each seedling requires $1\frac{1}{4}$ cups of soil.

What is the cost of the soil for each seedling to the nearest cent?

Module 5 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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The base of an isosceles triangle is represented by the

expression 3*x* – 1. Each of the legs of the isosceles triangle

are twice the base. Write an expression for the perimeter of

the triangle listing each side. Simplify the expression.

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The base of an isosceles triangle is represented by the

expression 3*x* – 1. Each of the legs of the isosceles triangle

are twice the base. Write an expression for the perimeter of

the triangle listing each side. Simplify the expression.

Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 5 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The base of an isosceles triangle is represented by the

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Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Genevieve is 3 years older than twice her brother’s age.

Genevieve is 21 years old. Write an equation to find her

brother’s age.

Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Genevieve is 3 years older than twice her brother’s age.

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Module 6 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Genevieve is 21 years old. Write an equation to find her

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Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A landlord hires a plumber to fix a burst pipe in a basement.

The plumber charges a one-time service charge of $80 plus

an hourly fee. The total cost the landlord had to pay the

plumber for 3 hours of work was $350.

Write and solve an equation to find the plumber’s hourly fee.

Module 6 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solve the equation using two different methods. Show

your work.

2.25*x* + 15 = 9.5*x* + 0.5

Module 6 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Solve the equation and determine how many solutions the

equation has. Explain your answer.

2.5*x* − (1.1*x* − 2) = 2(0.7*x*)

Module 6 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 6 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tory and Quentin are the same age. Tory’s younger sister is

the same age as Quentin’s younger brother. Tory is 3 years

older than her sister. Quentin’s age is 8 years less than twice

his brother’s age.

Write and solve an equation to determine Tory’s and Quentin’s ages.

Module 6 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tory and Quentin are the same age. Tory’s younger sister is

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Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Randall has finished $\frac{3}{5}$ of the minimum number of required

pages for his term paper. He has currently written 21 pages.

How many pages will be in his paper when he finishes?

Write an inequality that represents the problem. Solve the

inequality. Write the solution of the problem

Module 7 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pedro wants to get a dog. The shelter requires a $110

rehoming fee. Pedro has $30 saved. He earns $17 per day

from his part-time job.

Write an inequality to determine the minimum number of days he will have to work to save enough for the dog.

Module 7 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Raj has a sticker collection with 35 stickers. He wants to

have at least 100 stickers in his collection. If stickers come in

packs of 12, at least how many packs must he buy to reach

his goal?

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Raj has a sticker collection with 35 stickers. He wants to

have at least 100 stickers in his collection. If stickers come in

packs of 12, at least how many packs must he buy to reach

his goal?

Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Raj has a sticker collection with 35 stickers. He wants to

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Module 7 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reginald rotates a regular hexagon. What is true of the angles, side lengths, and parallel lines?

Module 8 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The preimage of a rectangle has vertices with coordinates

at (−3, 2), (−3, 5), (2, 5), and (2, 2). The image of the

rectangle has vertices with coordinates at (−2, 0), (−2, 3),

(3, 3), and (3, 0). Describe the translation using mapping

notation. Then compare the dimensions, angle measures,

and relationship between the sides of the preimage

and image.

Module 8 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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and relationship between the sides of the preimage

and image.

Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consider a triangle with vertices (−2, −2), (−4, −5), and

(−1, −8). What would the vertices of the image be if the

triangle were reflected over the *x*-axis, then the *y*-axis?

Module 8 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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triangle were reflected over the *x*-axis, then the *y*-axis?

Module 8 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figure 1 has vertices (–3, 4), (–1, 3), (–3, 1), and (–5, 2). Rotate it 180° to form Figure 2. Give the coordinates for the

vertices of Figure 2.

Module 8 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figure 1 has vertices (–3, 4), (–1, 3), (–3, 1), and (–5, 2). Rotate it 180° to form Figure 2. Give the coordinates for the

vertices of Figure 2.

Module 8 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What series of transformations can transform one heart into

the other heart? Are the two hearts congruent?



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the other heart? Are the two hearts congruent?



Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw a circle with a radius of 0.5 inch. If possible, inscribe a

triangle with two angles measuring 45°. If it is not possible,

justify your answer.

Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Draw a circle with a radius of 0.5 inch. If possible, inscribe a

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Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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triangle with two angles measuring 45°. If it is not possible,

justify your answer.

Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sculptor has wooden boards of lengths 12 inches and

14 inches the triangular base of a sculpture. Determine one

possible board length for the third side of the base.

Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

One angle of a triangle measures 54°. Which pair of angles

could be the other two angles of the triangle?

A. 68° and 58° C. 50° and 66°

B. 73° and 73° D. 67° and 79°

Module 9 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many triangles can you draw that have two sides with

lengths of 9 units and 5 units and a 60° angle between

them?

Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 9 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many triangles can you draw that have two sides with

lengths of 9 units and 5 units and a 60° angle between

them?

Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figure 1 is a triangle that has side lengths of 6 in., 8 in., and

10 in., and angle measures of 90°, 37°, and 53°. It is

enlarged to form Figure 2 with side lengths 1.5 times the

corresponding side lengths of Figure 1.

What are the side lengths and angle measures of Figure 2?

Module 10 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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enlarged to form Figure 2 with side lengths 1.5 times the

corresponding side lengths of Figure 1.

What are the side lengths and angle measures of Figure 2?

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figure 1 is a triangle with vertices at (18, 6), (12, 15), and

(3, 9). It is dilated twice to form two additional triangles,

using the origin as center both times: once with a scale

factor of 4, and once with a scale factor of $\frac{2}{3}$.

What are the locations of the vertices of the dilated figures?

Module 10 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Figure 1 is a triangle with vertices at (18, 6), (12, 15), and

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What are the locations of the vertices of the dilated figures?

Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What sequence of transformations could map B to P?



Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 10 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What sequence of transformations could map B to P?



Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An exterior angle of a triangle has a measure of 140°. If the

corresponding remote interior angles are congruent to

each other, what is the measure of each angle?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An exterior angle of a triangle has a measure of 140°. If the

corresponding remote interior angles are congruent to

each other, what is the measure of each angle?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An exterior angle of a triangle has a measure of 140°. If the

corresponding remote interior angles are congruent to

each other, what is the measure of each angle?

Module 11 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An exterior angle of a triangle has a measure of 140°. If the

corresponding remote interior angles are congruent to

each other, what is the measure of each angle?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two triangles are NOT similar, can they have any

corresponding congruent angles? If so, how many pairs of

corresponding congruent angles can they have?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two triangles are NOT similar, can they have any

corresponding congruent angles? If so, how many pairs of

corresponding congruent angles can they have?

Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two triangles are NOT similar, can they have any

corresponding congruent angles? If so, how many pairs of

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Module 11 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If two triangles are NOT similar, can they have any

corresponding congruent angles? If so, how many pairs of

corresponding congruent angles can they have?

Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the measures of the two angles.



Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the measures of the two angles.



Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the measures of the two angles.



Module 11 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the measures of the two angles.



Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A line passes through the origin and the point (12, 9).

Identify the slope of the line and two additional points on

the line.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A line passes through the origin and the point (12, 9).

Identify the slope of the line and two additional points on

the line.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A line passes through the origin and the point (12, 9).

Identify the slope of the line and two additional points on

the line.

Module 12 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A line passes through the origin and the point (12, 9).

Identify the slope of the line and two additional points on

the line.

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dequan is training for a marathon. He runs 20 miles every

4 days. Write an equation to represent the total number of

miles y he runs in *x* days.

Module 12 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 12 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Francesca identifies one point on a line as (1, 4), and she

knows that the slope of the line is 3. What is the *y*-intercept

and the equation of the line?

Module 12 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 12 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Victoria saves the same amount of money each week. After

many weeks, she has enough saved to buy a television. She

purchases the television, then starts saving the same

amount each week.

Module 12 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 12 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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purchases the television, then starts saving the same

amount each week.

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is the decimal 0.888 . . . rational or irrational? If it is rational,

write it as a fraction. If it is irrational, explain why.

Module 13 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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write it as a fraction. If it is irrational, explain why.

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cube has a volume of $\frac{64}{125}$ cubic feet. What is the edge

length of the cube?

Module 13 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Marc claims that $\sqrt{17}$ is greater than $\sqrt[3]{71}$. Jenny claims that

it is impossible to compare the numbers without a

calculator. Is either friend correct? Explain.

Module 13 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A triangle has lengths of 9 meters, 12 meters, and

15 meters. Is the triangle a right triangle?

Module 14 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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15 meters. Is the triangle a right triangle?

Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An artist is constructing a piece of art in the shape of a

rectangle. The artist wants to use string to tightly tie each

vertex of the rectangle to the other three vertices. The

rectangle is 12 feet wide and 7 feet long.

How much string should the artist use? Round your answer to the nearest tenth of a foot.

Module 14 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Points *A*, *B*, *C*, and *D* have the following coordinates:

*A*: (–3, 7) *B*: (1, 2) *C*: (–3, 1) *D*: (3, –2)

Which segment is longer, *AB* or *CD*? How much longer?

Round to the nearest tenth.

Module 14 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Points *A*, *B*, *C*, and *D* have the following coordinates:

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Round to the nearest tenth.

Module 15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Simplify $\frac{7^{-1}∙7^{5}}{7^{6}}.$

Module 15 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Simplify $\frac{7^{-1}∙7^{5}}{7^{6}}.$

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Determine which number is greater and tell how many

times as great: 4.5 × 109 and 9 × 106.

Module 15 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The population of City A is 4.1 × 106. The population of

City B is 9.6 × 105. Which city has a greater population? How

much greater?

Module 15 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emir bought a circular clock that is 14 inches across its face.

What is the circumference of the clock? Use $\frac{22}{7}$ for *π*.

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is the circumference of the clock? Use $\frac{22}{7}$ for *π*.

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is the circumference of the clock? Use $\frac{22}{7}$ for *π*.

Module 16 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is the circumference of the clock? Use $\frac{22}{7}$ for *π*.

Module16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bella’s tennis racket has a circular head with a diameter of

16 inches. What is the combined area of both sides of her

racket rounded to the nearest hundredth of a square inch?

Use 3.14 for *π*.

Module16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bella’s tennis racket has a circular head with a diameter of

16 inches. What is the combined area of both sides of her

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Use 3.14 for *π*.

Module16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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racket rounded to the nearest hundredth of a square inch?

Use 3.14 for *π*.

Module16 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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racket rounded to the nearest hundredth of a square inch?

Use 3.14 for *π*.

Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jacob is making a banner. He attaches a triangle that is

22 inches wide and 4 inches tall to a rectangle that is

36 inches tall and 22 inches wide. What is the area of

the banner?

Module 16 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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36 inches tall and 22 inches wide. What is the area of

the banner?

Module17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the area of a vertical cross section through the center

of the base of a rectangular prism with a height of 18 inches

and a width of 36 inches.

Module17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the area of a vertical cross section through the center

of the base of a rectangular prism with a height of 18 inches

and a width of 36 inches.

Module17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the area of a vertical cross section through the center

of the base of a rectangular prism with a height of 18 inches

and a width of 36 inches.

Module17 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Find the area of a vertical cross section through the center

of the base of a rectangular prism with a height of 18 inches

and a width of 36 inches.

Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 5 in. by 4 in. by 12 in.

What is the surface area of the prism?

Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 5 in. by 4 in. by 12 in.

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Module 17 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is the surface area of the prism?

Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 3.2 m by 6 m by 1.5 m.

What is the volume of the prism?

Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 3.2 m by 6 m by 1.5 m.

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Module 17 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has dimensions 3.2 m by 6 m by 1.5 m.

What is the volume of the prism?

Module 17 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cylinder has a diameter of 8 meters and a height of
10 meters. What is the volume of the cylinder? Leave your

answer in terms of *π*.

Module 17 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cylinder has a diameter of 8 meters and a height of
10 meters. What is the volume of the cylinder? Leave your

answer in terms of *π*.

Module 17 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cylinder has a diameter of 8 meters and a height of
10 meters. What is the volume of the cylinder? Leave your

answer in terms of *π*.

Module 17 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A cylinder has a diameter of 8 meters and a height of
10 meters. What is the volume of the cylinder? Leave your

answer in terms of *π*.

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sphere has a diameter of 8 feet. What is the volume of the

sphere to the nearest tenth of a cubic foot? Use 3.14 for *π*.

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sphere has a diameter of 8 feet. What is the volume of the

sphere to the nearest tenth of a cubic foot? Use 3.14 for *π*.

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sphere has a diameter of 8 feet. What is the volume of the

sphere to the nearest tenth of a cubic foot? Use 3.14 for *π*.

Module 17 Lesson 5 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A sphere has a diameter of 8 feet. What is the volume of the

sphere to the nearest tenth of a cubic foot? Use 3.14 for *π*.

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has a square base with edge length of

10 inches. The volume of the prism is 1600 cubic inches.

Find the surface area of the prism.

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has a square base with edge length of

10 inches. The volume of the prism is 1600 cubic inches.

Find the surface area of the prism.

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has a square base with edge length of

10 inches. The volume of the prism is 1600 cubic inches.

Find the surface area of the prism.

Module 17 Lesson 6 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A rectangular prism has a square base with edge length of

10 inches. The volume of the prism is 1600 cubic inches.

Find the surface area of the prism.

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Every fifth person entering a store was asked about snacks.

Identify the population and sample. Is the sample random?

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Every fifth person entering a store was asked about snacks.

Identify the population and sample. Is the sample random?

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Every fifth person entering a store was asked about snacks.

Identify the population and sample. Is the sample random?

Module 18 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Every fifth person entering a store was asked about snacks.

Identify the population and sample. Is the sample random?

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A chair manufacturer randomly selects every tenth chair

from the production line to examine for flaws. Out of 200

chairs selected, 2 have flaws. Predict the total number of

chairs with flaws, if the total population consists of 5,000

chairs. Show your work.

Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 18 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In a cafeteria, 70% of students prefer chicken tenders to

hamburgers. The cafeteria manager took a random sample

of 20 students and found that 12 students prefer chicken

tenders. Find the sample ratio. Then compare the sample

ratio to the population ratio.

Module 18 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jack compares his math exam scores from last year and this

year.



Describe how his performance in math class this year

compares to last year.

Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jack compares his math exam scores from last year and this

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Describe how his performance in math class this year

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Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 19 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Describe how his performance in math class this year

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Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can you use box plots to compare the centers and

spreads of data sets?

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How can you use box plots to compare the centers and

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Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 19 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Two data samples each have MADs close to 10.1. The

difference of the means is close to 15. Write the

approximate ratio of the difference in the means to the

MADs. Would you expect this difference in means to be

noticeable when displayed in dot plots?

Module 19 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe the probabilities of a likely event and an event that

is as likely as not using a number or a number range.

Module 20 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 20 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blake spun a spinner 80 times. The spinner is divided into

5 equal sections labeled A, B, C, D, and E. He landed on

A 12 times, B 16 times, C 19 times, D 18 times, and E 15

times. Find the experimental probability of each event in

simplest terms.

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Module 20 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The table shows the number of yogurt requests by cafe

customers. Find the experimental probability that the next

yogurt order is a low-fat peach yogurt.



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Module 20 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mercedes notices that of the first 100 vehicles driving by

her school, 85 of them are cars. Using proportional

reasoning and a percent equation, estimate how many

vehicles out of the next 1,500 are cars.

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Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A bag contains 7 orange marbles, 4 yellow marbles, 6 blue

marbles, and 3 green marbles. What is the theoretical

probability of randomly selecting a blue marble from the

bag? Give your answer as a fraction, decimal, and

percent.

Module 21 Lesson 1 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Amir spins a spinner with 4 equal sections labeled 1–4 and

rolls a number cube labeled 1–6. Find the probability that

Amir gets a sum of 7.

Module 21 Lesson 2 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Module 21 Lesson 3 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ivan is going to spin a spinner with 6 equal sections labeled

1–6 and flip a coin 2,400 times. Write and solve a proportion

to predict the number of times the spinner lands on 5 and

the coin lands on tails.

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Module 21 Lesson 4 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A retailer mails postcards to its customers and 40% of the

postcards include a coupon. Explain how to simulate this

situation in order to find the experimental probability that the

third postcard mailed is the first to include a coupon.

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