

Chapter 6

Chapter 6 Maintaining Mathematical Proficiency (p. 275)

$$\begin{aligned} 1. 12\left(\frac{14}{2}\right) - 3^2 + 15 - 9^2 &= 12(7) - 3^2 + 15 - 9^2 \\ &= 12(7) - 27 + 15 - 81 \\ &= 84 - 27 + 15 - 81 \\ &= 57 + 15 - 81 \\ &= 72 - 81 \\ &= -9 \end{aligned}$$

$$\begin{aligned} 2. 5^2 + 8 + 2^2 + 20 + 3 - 4 &= 25 + 8 + 4 + 20 + 3 - 4 \\ &= 200 + 4 + 20 + 3 - 4 \\ &= 50 + 20 + 3 - 4 \\ &= 50 + 60 - 4 \\ &= 110 - 4 \\ &= 106 \end{aligned}$$

$$\begin{aligned} 3. -7 + 16 + 2^4 + (10 - 4^2) &= -7 + 16 + 2^4 + (10 - 16) \\ &= -7 + 16 + 2^4 + (-6) \\ &= -7 + 16 + 16 + (-6) \\ &= -7 + 1 + (-6) \\ &= -6 + (-6) \\ &= -12 \end{aligned}$$

4. Because $8^2 = 64$, $\sqrt{64} = \sqrt{8^2} = 8$.

5. $-\sqrt{4}$ represents the negative square root. Because $2^2 = 4$, $-\sqrt{4} = -\sqrt{2^2} = -2$.

6. $-\sqrt{25}$ represents the negative square root. Because $5^2 = 25$, $-\sqrt{25} = -\sqrt{5^2} = -5$.

7. $\pm\sqrt{121}$ represents the positive or negative square root. Because $11^2 = 121$, $\pm\sqrt{121} = \pm\sqrt{11^2} = \pm 11$.

8. The first term is 12, and the common difference is 2.

$$\begin{aligned} a_n &= a_1 + (n - 1)d \\ a_n &= 12 + (n - 1)(2) \\ a_n &= 12 + n(2) - 1(2) \\ a_n &= 12 + 2n - 2 \\ a_n &= 2n + 10 \end{aligned}$$

9. The first term is 6, and the common difference is -3 .

$$\begin{aligned} a_n &= a_1 + (n - 1)d \\ a_n &= 6 + (n - 1)(-3) \\ a_n &= 6 + n(-3) - 1(-3) \\ a_n &= 6 - 3n + 3 \\ a_n &= -3n + 9 \end{aligned}$$

10. The first term is 22, and the common difference is -7 .

$$\begin{aligned} a_n &= a_1 + (n - 1)d \\ a_n &= 22 + (n - 1)(-7) \\ a_n &= 22 + n(-7) - 1(-7) \\ a_n &= 22 - 7n + 7 \\ a_n &= -7n + 29 \end{aligned}$$

11. yes; no: The product of two perfect squares can be represented by $m^2n^2 = (mm)(nn) = (mm)(nn) = (mn)^2$. If m and n are integers, their product is also an integer. So, $(mn)^2$ is an integer. There are many counterexamples illustrating that the quotient of two perfect squares does not have to be a perfect square, such as $9 \div 4$.

Chapter 6 Mathematical Practices (p. 276)

1.

Year	1	2	3	4	5	6	7	8	9	10
Population	50	80	128	205	328	524	839	1342	2147	3435

$$\times 1.6 \times 1.6$$

So, the population in the tenth year is 3435 rabbits.

2.

Row	1	2	3	4	5	6	7	8	9	10
Sum	1	2	4	8	16	32	64	128	256	512

$$\times 2 \times 2$$

So, the sum of the numbers in the tenth row is 512.

6.1 Explorations (p. 271)

I. a. i. $(2^2)(2^2) = (2 + 2)(2 + 2 + 2)$
 $= 2 + 2 + 2 + 2 + 2$
 $= 2^5$

ii. $(4^2)(4^2) = (4)(4 + 4 + 4 + 4 + 4)$
 $= 4 + 4 + 4 + 4 + 4 + 4$
 $= 4^6$

iii. $(5^2)(5^2) = (5 + 5 + 5)(5 + 5 + 5 + 5 + 5)$
 $= 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$
 $= 5^8$

iv. $(x^2)(x^2) = (x + x)(x + x + x + x + x + x)$
 $= x + x + x + x + x + x + x + x + x + x$
 $= x^8$

In each example, the exponent of the product is the sum of the exponents of the factors. So, a general rule is $a^m a^n = a^{m+n}$.

Chapter 6 Maintaining Mathematical Big Ideas Math

L Towne



Chapter 6 Maintaining Mathematical Big Ideas Math:

Whispering the Techniques of Language: An Mental Quest through **Chapter 6 Maintaining Mathematical Big Ideas Math**

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