

Domain #2: The Number System

(Relevant Units: Unit 2 – Integers, Unit 4 – Coordinate System, Unit 7 – Rational Numbers, Unit 8 – Decimals)

1.

Consider the inequality $x > 7$.

Determine whether each value of x shown in the table makes this inequality true. Select Yes or No for each value.

	Yes	No
22	<input type="checkbox"/>	<input type="checkbox"/>
-7	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
-39	<input type="checkbox"/>	<input type="checkbox"/>

2.

Divide.

$$16,536 \div 24$$

Enter the quotient.

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1	2	3
4	5	6
7	8	9
0	.	-

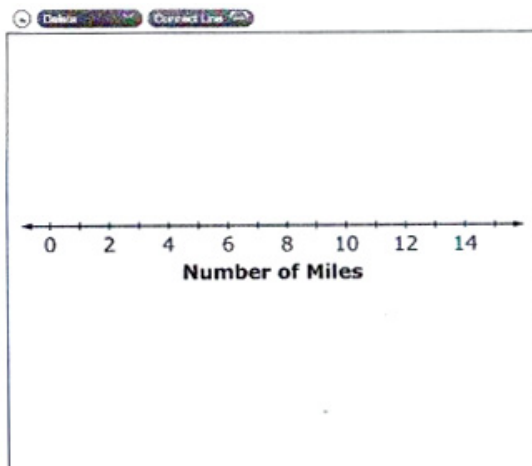
3.

A boat takes 3 hours to reach an island 15 miles away.

The boat travels:

- at least 1 mile but no more than 6 miles during the first hour
- at least 2 miles during the second hour
- exactly 5 miles during the third hour

Use the Connect Line tool to show the range of miles the boat could have traveled during the **second** hour, given the conditions above.

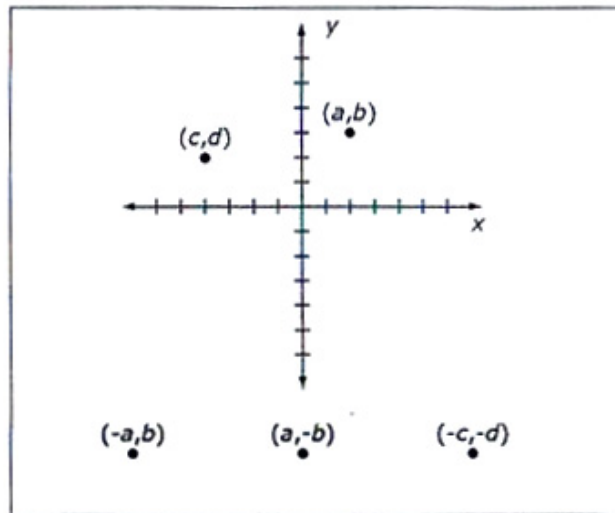


4.

Two ordered pairs are shown on a coordinate grid.

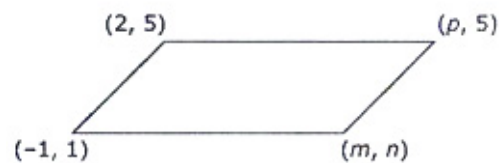
Drag each ordered pair to its correct location on the coordinate grid.

- $(-a, b)$
- $(a, -b)$
- $(-c, -d)$



5.

The coordinates of this parallelogram are given.



Determine if each statement is True or False.

	True	False
The length of the longer side is $p - 2$.	<input type="checkbox"/>	<input type="checkbox"/>
The length of the longer side is $n + 1$.	<input type="checkbox"/>	<input type="checkbox"/>
The short side is 4 units in length.	<input type="checkbox"/>	<input type="checkbox"/>
$n = 5$	<input type="checkbox"/>	<input type="checkbox"/>
$m > n$	<input type="checkbox"/>	<input type="checkbox"/>
$p = 2$	<input type="checkbox"/>	<input type="checkbox"/>

6.

Select the value that completes this expression for converting 10 yards to inches.

$$\left(\frac{10 \text{ yards}}{1}\right) \left(\frac{\square}{\square}\right) \left(\frac{12 \text{ inches}}{1 \text{ foot}}\right)$$

(A) $\frac{1 \text{ yard}}{36 \text{ inches}}$

(B) $\frac{3 \text{ feet}}{1 \text{ yard}}$

(C) $\frac{360 \text{ inches}}{10 \text{ yards}}$

(D) $\frac{120 \text{ feet}}{10 \text{ inches}}$

7.

Look at the equation.

$$\frac{2}{3} \times \frac{\square}{\square} = n$$

Sarah claims that for any fraction multiplied by $\frac{2}{3}$, n will be less than $\frac{2}{3}$.

To convince Sarah that this statement is only sometimes true:

Part A: Drag one number into each box so the product, n , is less than $\frac{2}{3}$.

Part B: Drag one number into each box so the product, n , is **not** less than $\frac{2}{3}$.

1

2

3

4

5

6

7

8

9

Part A: Product n is less than $\frac{2}{3}$

$$\frac{2}{3} \times \frac{\square}{\square} = n$$

Part B: Product n is not less than $\frac{2}{3}$

$$\frac{2}{3} \times \frac{\square}{\square} = n$$

8.

Let n be an integer. Tracy claims that $-n$ must be less than 0. To convince Tracy that his statement is only sometimes true:

Part A:

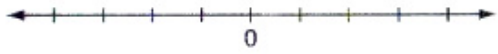
Drag n to the number line so that the value of $-n$ is less than 0.

Part B:

Drag n to the number line so that the value of $-n$ is greater than 0.

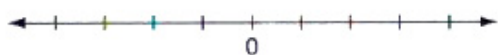
n

Part A:
Value of $-n$ is less than 0



A horizontal number line with arrows at both ends. The origin is marked with a tick and labeled '0'. There are 10 tick marks on each side of the origin, representing integers from -10 to 10.

Part B:
Value of $-n$ is greater than 0



A horizontal number line with arrows at both ends. The origin is marked with a tick and labeled '0'. There are 10 tick marks on each side of the origin, representing integers from -10 to 10. A yellow dot is placed on the tick mark for -2, and a blue dot is placed on the tick mark for -1.