



### 12.1. Analyze Feedback for Highest Learning Impact

Students compare their feedback reports and then write equations with greater or equal to. They identify similarities in the feedback reports and then write equations with greater or equal to. They identify similarities in the feedback reports and then write equations with greater or equal to.

#### Practice

Use the feedback reports to write the equation with greater or equal to. Use the feedback reports to write the equation with greater or equal to. Use the feedback reports to write the equation with greater or equal to.



Figure 12.1  
Compare, Color Code, and Analyze Data

| Student | Equation     | Comparison |
|---------|--------------|------------|
| 1       | $x + 2 > 5$  | $x > 3$    |
| 2       | $x - 1 < 4$  | $x < 5$    |
| 3       | $2x + 1 > 7$ | $x > 3$    |
| 4       | $x - 3 < 2$  | $x < 5$    |
| 5       | $3x + 2 > 8$ | $x > 2$    |
| 6       | $x - 4 < 1$  | $x < 5$    |



Figure 12.2  
Planning Management Class of the Day

| Time  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|
| 12:00 |   |   |   |   |   |   |   |   |   |    |    |    |
| 12:15 |   |   |   |   |   |   |   |   |   |    |    |    |
| 12:30 |   |   |   |   |   |   |   |   |   |    |    |    |
| 12:45 |   |   |   |   |   |   |   |   |   |    |    |    |
| 13:00 |   |   |   |   |   |   |   |   |   |    |    |    |
| 13:15 |   |   |   |   |   |   |   |   |   |    |    |    |
| 13:30 |   |   |   |   |   |   |   |   |   |    |    |    |
| 13:45 |   |   |   |   |   |   |   |   |   |    |    |    |
| 14:00 |   |   |   |   |   |   |   |   |   |    |    |    |
| 14:15 |   |   |   |   |   |   |   |   |   |    |    |    |
| 14:30 |   |   |   |   |   |   |   |   |   |    |    |    |
| 14:45 |   |   |   |   |   |   |   |   |   |    |    |    |
| 15:00 |   |   |   |   |   |   |   |   |   |    |    |    |
| 15:15 |   |   |   |   |   |   |   |   |   |    |    |    |
| 15:30 |   |   |   |   |   |   |   |   |   |    |    |    |
| 15:45 |   |   |   |   |   |   |   |   |   |    |    |    |
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| 18:30 |   |   |   |   |   |   |   |   |   |    |    |    |
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| 19:30 |   |   |   |   |   |   |   |   |   |    |    |    |
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| 22:30 |   |   |   |   |   |   |   |   |   |    |    |    |
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| 23:15 |   |   |   |   |   |   |   |   |   |    |    |    |
| 23:30 |   |   |   |   |   |   |   |   |   |    |    |    |
| 23:45 |   |   |   |   |   |   |   |   |   |    |    |    |
| 24:00 |   |   |   |   |   |   |   |   |   |    |    |    |

1. Highlight/underline/underline and compare data across groups.

2. Engage in a discussion about the data.

# Lesson 3 Activity 27 Microeconomics Answers

**Didier Musso**



**Lesson 3 Activity 27 Microeconomics Answers:**

Advanced Placement Economics John S. Morton, 2003 The teacher guide accompanies the student activities books in macro and microeconomics for teaching collegelevel economics in AP Economics courses The publication contains course outlines unit plans teaching instructions and answers to the student activities and sample tests Books in Print ,1994

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