

**NOTE:** Diagrams are not drawn to scale. Show all work to receive credit.

In problems 1 - 7 use the diagram below. Find each measure requested.

1. If  $JK = 13.7$ , find  $MN$
2. If  $MN = 22.8$ , find  $JK$
3. If  $JK = 2x + 4$  and  $MN = 36$ , find  $x$
4. If  $JK = [3(x + 2) + 6]$  and  $MN = 8(x + 1)$ , find  $JK$
5. If  $LJ = 3.7$ , find  $LM$
6. If  $LN = 15$ , find  $LK$
7. If  $LJ = 5x + 8$ ,  $JM = 9x$ , and  $KN = 7x + 6$ 
  - a. Find  $x$
  - b. Find  $LJ$
  - c. Find  $LN$



Use this figure for 1 - 7

In problems 8 - 9 use  $\triangle ABC$ , where  $D, E,$  and  $F$  are the midpoints of the sides.

8. If  $DF = 2x + 10$  and  $AB = 5x + 8$ , find  $AE$
9. If  $AD = 3x$ ,  $DE = 2x + 1$ ,  $CB = 5x - 3$ , find  $AD$



Use this figure for 8 - 9

In problems 10 - 13 use the diagram below. Find each measure requested.

10. If  $DC = 18.4$ , find  $AD$ .
11. If  $AD = 5x$  and  $CD = 2x + 93$ , find  $CD$
12. If  $AD = 17$  and  $CD = 17$  and  $m\angle ABC = 46^\circ$ , find  $m\angle ABD$
13. If  $AD = 4$  and  $CD = 4$  and  $m\angle CBD = 28^\circ$ , find  $m\angle ABC$



Use this figure for 10 - 13

In problems 14 - 16 use the diagram shown to find each measurement requested.

14. Given that  $LT = 27.4$ ,  $UD = 23.8$  and  $DT = 27.4$ , find  $LD$ .
15. Given that  $m$  is the perpendicular bisector of  $\overline{LD}$ , and  $TD = 13.1$ , find  $LT$
16. Given that  $m$  is the perpendicular bisector of  $\overline{LD}$ , and  $TD = 3(x + 8)$  and  $LT = 5x$ , find  $LT$



Use this figure for 14 - 16

# Answer Key Of Lets Practice Geometry 2010

**AW Chickering**



## **Answer Key Of Lets Practice Geometry 2010:**

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Digital Games and Mathematics Learning Tom Lowrie, Robyn Jorgensen (Zevenbergen), 2015-10-05 Digital games offer enormous potential for learning and engagement in mathematics ideas and processes This volume offers multidisciplinary perspectives of educators cognitive scientists psychologists and sociologists on how digital games influence the social activities and mathematical ideas of learners gamers Contributing authors identify opportunities for broadening current understandings of how mathematical ideas are fostered and embedded within digital game environments In particular the volume advocates for new and different ways of thinking about mathematics in our digital age proposing that these mathematical ideas and numeracy practices are distinct from new literacies or multiliteracies The authors acknowledge that the promise of digital games has not always been realised fulfilled There is emerging and considerable evidence to suggest that traditional discipline boundaries restrict opportunities for mathematical learning Throughout the book what constitutes mathematics learnings and pedagogy is contested Multidisciplinary viewpoints are used to describe and understand the potential of digital games for learning mathematics and identify current tensions within the field Mathematics learning is defined as being about problem solving engagement in mathematical ideas and processes and social engagement The artefact which is the game shapes the ways in which the gamers engage with the social activity of gaming In parallel the book as a textual artefact will be supported by Springer's online platform allowing for video and digital communication including links to relevant websites to be used as supplementary material and establish a dynamic communication space

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**High-Energy Astrophysics Research Enabled By The Probe-Class Mission Concept HEX-P**  
Gabriele Ponti,Murray Brightman,Esra Bulbul , Renee Ludlam,Daniel Stern,Javier A. García,2025-06-02 The Astro 2020 Decadal report Pathways to Discovery in Astronomy and Astrophysics for the 2020s identified the need for a new class of mission for the next decade that fills the gap between a Mid sized Explorer MIDEX and Flagship Large mission The report specifically recommends that a cadence of one probe mission per decade with a cost cap of 1.5 billion balances scientific scope with timeliness NASA has followed this recommendation and opened a call for Astrophysics Probe Explorer APEX proposals restricted to either a far infrared or an X ray mission due in Fall 2023 with a planned launch date in no later than 2032 In response to this call the High Energy X ray Probe HEX P concept has been developed as a partnership between NASA s Jet Propulsion Laboratory JPL the California Institute of Technology Caltech and the NASA Goddard Space Flight Center GSFC with international partnership from the Italian Space Agency ASI Italy the German Space Agency DLR and the Max Planck Institute for Extraterrestrial Physics MPE Germany HEX P is a mission concept that offers sensitive broad band coverage from soft to hard X rays 0.2-80 keV with an exceptional combination of spectral timing and angular capabilities It features two high energy telescopes HETs that focus hard X rays and one low energy telescope LET that focuses lower energy X rays building upon the heritage of previous successful missions such as XMM Newton and NuSTAR With this leap in observational capability HEX P will be capable of addressing fundamental questions about the extreme environments around black holes and neutron stars map the growth of supermassive black holes and quantify the effect they have on their environments HEX P will resolve the hard X ray emission from dense regions of our Galaxy to understand the high energy source populations and investigate dark matter candidate particles through their decay channel signatures In this Frontiers Research Topic we present a collection of papers which delve into some of the most exciting scientific questions that can be addressed with a mission like HEX P The papers have been prepared by members of the HEX P collaboration which is organized into four main scientific pillars Black Hole Growth Accretion Power Stellar Evolution Time Domain and Multi Messenger Astronomy The individual papers cover a range of topics including The cosmic X ray background Seyfert galaxies

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