

6.4 & 6.5 Notes: Percent Increase

(6.4) ProPortionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(6.4E) represent ratios and percents with concrete models, fractions, and decimals;

(6.4F) represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers;

(6.5) ProPortionality. The student applies mathematical process standards to solve problems involving proportional relationships. The student is expected to:

(6.5B) solve real-world problems
~to find the whole given a part and the percent,
~to find the part given the whole and the percent,
~and to find the percent given the part and the whole,

including the use of concrete and pictorial models;

My teacher's learning goals for me are that I will be able to:

- Calculate the amount of the percent increase.
- Calculate the new value after the percent increase.
- Calculate the value of percents in real life situations: tax, tip, etc.

Important vocabulary that means you're calculating a percent increase: _____

I do...and you follow along and Process.

A. Sue currently earns \$7.25 per hour. After six months, she will get a 4.5% raise in the hourly rate of pay. How much will she be making after the raise?

B. The price for a gallon of gasoline in 1964 was 30 cents. This month, the cost is approximately 887% more than it was in 1964. What is the current cost for a gallon of gasoline?

C. For Blair's birthday, his family is planning on taking him to stay at the Great Wolf Lodge in Grapevine. They are going to stay two nights at the hotel. Each night costs \$250. The hotel tax rate is 14%. What will be the total cost for the stay?

D. Angela, Jackie, and Bianca went out to eat for dinner. The food total was \$42. They left their waitress a 22% tip. How much was the total bill for dining out?