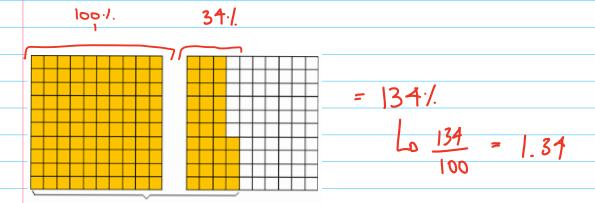
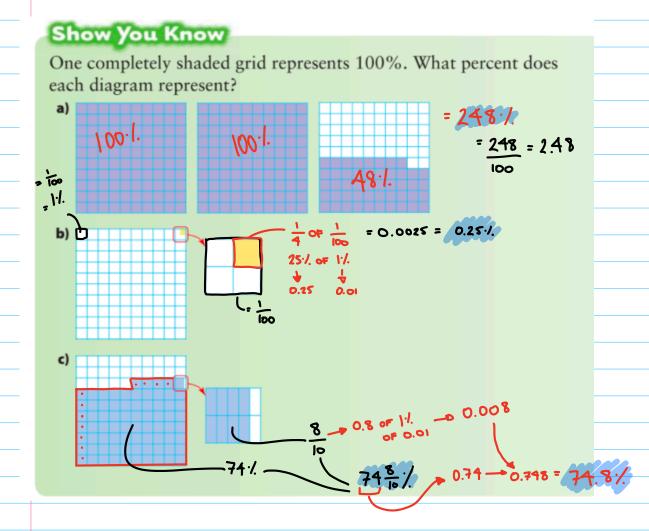
REPRESENTING PERCENTS

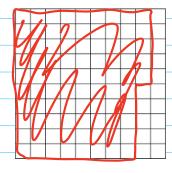
WHY DO WE USE PERCENTS? to SHOW & COMPARE PARTS of 39.1. SAY WHAT? 0.28+0.005 0.285 = 28.5% ONE SQUARE = 100 = 1./ So... OKAY... So... **>** =76.5·/. = 0.765 SHOW 464% 1) DRAW OUTLINE THE WHOLE PERCENTS DRAW A CARGER SQUARE AND SHOW THE FRACTIONAL PART

PERCENTS GREATER THAN 100%.





PETER LOUGHEED SCHOOL'S POPULATION IS 85% OF THE DREVIOUS YEAR. REPRESENT THIS ON THE HUNDRED GRID.



IF the Previous Population
WAS 950 STUDENTS WHAT
DOES EACH SQUARE REPRESENT?

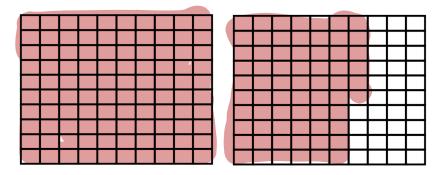
DIRANSLATION: What is 1:1. of 950?

1 = * -> | x 950 ÷ 100 = 9.5

100 = 950

EACH SQUARE REPRESENTS 9.5 STUDENTS

The first year profit for a small business was 32, 200 and it increased by 76% during the second year. Represent this situation.



What was the total profit for the second year as a percent of the first year?

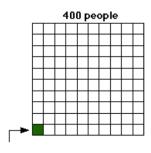
176 = 176% of the first year

YERCENT REPRESENTS AN EQUIVALENT

AMount out of 100

YOU NEED TO ASK/UNDERSTAND:

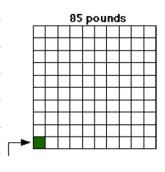
- WHAT does One WHOLE REPRESENT (in the → WHAT AMOUNT does the PERCENT REPRESENT?



What does the shaded represent (one square), if the total grid represents 400 people? -

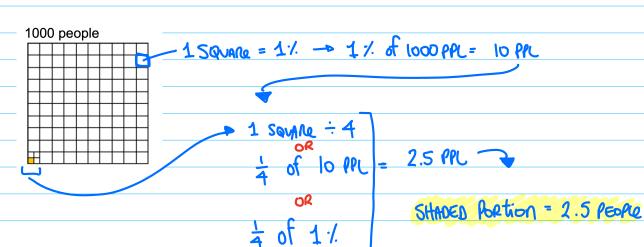
$$\frac{1}{100} = \frac{x}{400}$$

So... 1×4= 4 - 1 SQUARE = 4 PPL



$$\frac{1}{100} = \frac{x}{85} \rightarrow \text{CROSS MUCTIPY} \rightarrow 0.85 \text{ 16s} = 1 \text{ Square}$$

$$|x85 \div 100|$$



20. A new top-selling DVD is marked 20% off at Discount DVD, where it normally sells for \$29.90. The same disc sells for \$28.60 at Value Video, where you have a coupon for 15% off anything in the store. Where would you buy the DVD? Explain how you decided and be sure to include work to support your answer. 20% off = You Pay 80% of the PRICE Discount DVD -> \$29.20 × 801. × 0.8 = \$23.36 VALUE VIDEO -0 \$28.60 x 85% $\times 0.85 = 24.31 I'O BLY the DVO @ DISCOURT BECHUSE \$21.20 is less than 85% of \$28.60