

**Remember:** This course is cumulative which means that everything you have learned in math is needed and will be tested at any point of the course.

## Section 2 Review

1. Justify each step.

$$\begin{array}{ll} \text{a. } 7 + 2(x - 3) + 5x & = 7 + 2x - 6 + 5x \\ \text{b.} & = 7 + 2x + (-6) + 5x \\ \text{c.} & = 7 + (-6) + 2x + 5x \\ \text{d.} & = 7 + (-6) + (2 + 5)x \\ \text{e.} & = 7 + (-6) + 7x \\ \text{f.} & = -1 + 7x \\ \text{g.} & = 7x + 1 \end{array}$$

2. Explain the error in the student's work.

$$\begin{aligned} 3(x - 5) &= 27 \\ 3(x - 5) + 5 &= 27 + 5 \\ 3x &= 33 \\ \frac{3x}{3} &= \frac{33}{3} \\ x &= 11 \end{aligned}$$

3. Evaluate
- $7m + 2n - \frac{8p}{a}$
- for
- $m = -4$
- ,
- $n = 2$
- , and
- $p = 1.5$
- .

$$\begin{array}{ll} \text{a. } -30 & \text{b. } -10 \\ \text{c. } -22 & \text{d. } -19 \end{array}$$

Simplify the expression.

- 4.
- $(-5 - c)(-1)$

$$\begin{array}{ll} \text{a. } -5 + c & \text{b. } 5 + c \\ \text{c. } -5 - c & \text{d. } 5 - c \end{array}$$

- 5.
- $13\left[6^2 + (5^2 - 4^2) + 9\right]$

$$\begin{array}{ll} \text{a. } 26 & \text{b. } 169 \\ \text{c. } 585 & \text{d. } 181 \end{array}$$

- 6.
- $-\frac{1}{6}l - \frac{1}{4}k$

$$\begin{array}{ll} \text{a. } \frac{1}{5} & \text{b. } -\frac{23}{56} \\ \text{c. } \frac{23}{56} & \text{d. } -\frac{1}{8} \end{array}$$

- 7.
- $1.2m^2 + 6.5n - 4x + 2.5m^2 - n$

$$\begin{array}{ll} \text{a. } 1.5m^2 + 4.2n & \text{b. } 1.5m^2 - 4.2n \\ \text{c. } 4.2m^2 - 1.5n & \text{d. } 4.2m^2 + 1.5n \end{array}$$

8. You are driving to visit a friend in another state who lives 440 miles away. You are driving 55 miles per hour and have already driven 275 miles. Write and solve an equation to find how much longer in hours you must drive to reach your destination.

$$\begin{array}{ll} \text{a. } 55h - 275 = 440; h = 13 & \\ \text{b. } 440h - 275 = 55; h = 110 & \\ \text{c. } 55h + 275h = 440; h = 1.\bar{3} & \\ \text{d. } 55h + 275 = 440; h = 3 & \end{array}$$

9. Solve the equation for
- $a$
- .

$$4a + 2 = 3b - 5$$

$$\text{a. } \frac{5a + 7}{3} \quad \text{b. } \frac{3b - 7}{4}$$

$$\text{c. } \frac{3b + 7}{4} \quad \text{d. } \frac{4a - 7}{3}$$

Write an equation and solve. Round to the nearest tenth where necessary.

10. 19 is what percent of 40?

$$\begin{array}{ll} \text{a. } 40 = 19; a; 40.4\% & \text{b. } 19 = a \cdot 40; 47.5\% \\ \text{c. } 40 = 19; a; 2.1\% & \text{d. } 19 = a \cdot 40; 52.3\% \end{array}$$

# Century Math Projects Answers

**Alias, Nor Aziah, Luaran, Johan Eddy**

## Century Math Projects Answers:

*Hands-On Math Projects with Real-Life Applications, Grades 3-5* Judith A. Muschla, Gary R. Muschla, 2009-02-24 Each easy to implement project includes background information for the teacher project goals math skills needed a student guide with tips and strategies and reproducible worksheets Projects are designed to help students meet the National Council of Teachers of Mathematics Standards and Focal Points and chapters are organized to show how math relates to language arts science etc demonstrating the importance of math in all areas of real life In Part I Chapter 1 offers an overview of how to incorporate math projects in the classroom Chapter 2 provides a variety of classroom management suggestions as well as teaching tips and Chapter 3 offers ways teachers may evaluate project work Each chapter also contains several reproducibles that are designed to help students master the procedural skills necessary for effective collaboration while working on projects Part II The Projects is divided into six separate sections Section 1 Math and Science Section 2 Math and Social Studies Section 3 Math and Language Section 4 Math and Art and Music Section 5 Math and Fun and Recreation Section 6 Math and Life Skills

Educational Technology in the 21st Century United States. Congress. House. Committee on Science, 1996 This document presents witness testimony and supplemental materials from a Congressional hearing addressing the potential as well as the affordability of educational technology and the classroom of the future where computers and computer networks will increasingly aid teachers and facilitate learning Those presenting prepared statements are Congressman George E Brown Jr Congressman William Clay Congressman Robert S Walker Congresswoman Lynn C Woolsey Congresswoman Constance A Morella and Congressman Randy Duke Cunningham Testimony is included from 1 Seymour Papert Massachusetts Institute of Technology 2 Alan C Kay Apple Computer 3 Chris Dede George Mason University 4 David E Shaw D E Shaw 5 Ed McCracken Silicon Graphics 6 Pat Wright TCI Educational Technologies Inc 7 Robert W Mendenhall K 12 Industry Division IBM 8 Jeff Joseph U S Chamber of Commerce 9 Deborah McGriff Edison Project 10 Cheryl L Lemke Illinois State Board of Education and 11 Alan S Brown Waukegan Illinois Public Schools District

Appendices include statements for the record by Albert Shanker of the American Federation of Teachers by Shelly Weinstein of the National Education Telecommunications Organization and EDSAT Institute and by Geoffrey Teeter of Genentech Inc a report from the Office of Technology Assessment entitled Teachers Technology Making the Connection and various other supplemental materials including submitted pieces of correspondence and written testimony a summary of educational technology expenditures by the Department of Education press releases a list of challenge grant recipients Presidential remarks and news clippings BEW

**Teaching Mathematics for the 21st Century** Linda Huetinck, Sara N. Munshin, 2000 For courses in Mathematics Methods for the Secondary School This is the first middle and secondary math methods text to focus on reform and the national standards It prepares teachers for the challenge of assisting all students in reaching the highest level of mathematics according to their interest and realistic ambitions It also provides contemporary methods of

teaching mathematics which facilitates successful instruction with a strong understanding of the philosophy and psychology behind sound practices Coverage includes methodology curriculum materials and use of technology accompanied by many practical suggestions for implementation [Resources in education](#) ,1985-03 **Arguments for Learning** Bill Cope,Walter Feinberg,2025-03-11 Almost every educational idea worth a thought has been considered at the University of Illinois and anything worth trying has been tested In this history of ideas Bill Cope and Walter Feinberg chronicle the intellectual lives of education thinkers at the university while tracking the development of educational ideas and practices in general Cope and Feinberg draw on conversations narratives and archival research that reveal how different generations explored their role in defining and carrying out the College s multifaceted mission Their account raises critical questions about the character of learning the aims of teaching and the nature of teaching as a profession At the same time the authors address issues that range from the role of schools in fostering individual and collective identity to the introduction of computer mediated and online learning Cope and Feinberg examine changes in self understanding about fundamental ideas and chart how the College evolved from its original narrow mission of training children s schoolteachers to embracing global perspectives A wide ranging portrait of an institution **Arguments for Learning** uses the School of Education to tell the stories of thinkers dedicated to the idea that education can change the world for the better **Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 5** University of Chicago. School Mathematics Project,2007 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support **Student-Driven Learning Strategies for the 21st Century Classroom** Alias, Nor Aziah,Luaran, Johan Eddy,2016-11-09 The creation of a successful learning environment involves the examination and improvement upon current teaching practices As new strategies emerge it becomes imperative to incorporate them into the classroom **Student Driven Learning Strategies for the 21st Century Classroom** provides a thorough examination of the benefits and challenges experienced in learner driven educational settings and how to effectively engage students in these environments Focusing on technological perspectives emerging pedagogies and curriculum development this book is ideally designed for educators learning designers upper level students professionals and researchers interested in innovative approaches to student driven education **Communicative Competence, Classroom Interaction, and Educational Equity** Courtney B. Cazden,2017-11-28 In the World Library of Educationalists series international scholars themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and or practical contributions so the world can read them in a single manageable volume Readers thus are able to follow the themes and strands of their work and see their contribution to the development of a field as well as the development of the field itself Contributors to the series include Michael Apple James A Banks Joel Spring William F

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culture power and knowledge interact in mathematics classrooms to foster and create inequities Chapters explore new theoretical perspectives describe successful classroom practices and offer insights into how we might develop an effective sociocultural approach to equity in math education Seeing diversity as an instructional resource rather than as an obstacle to be overcome this forward looking volume Helps us to understand the process by which diverse learners experience mathematics education Examines the way students identities can influence their mathematics learning Describes mathematics education programs that have demonstrated their success with poor urban and rural students of color Explains why certain teaching and learning interventions are successful Offers culturally based approaches to mathematics education including activities for the classroom

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