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~~9.1 = 0.7D D = 13. Therefore, someone can travel 13 miles on \$12. 10. D. First, simplify the left side of the equation. 13 - 2(2x + 1) = 1 13 - 4x - 2 = 1 -4x + 11 = 1. Then, isolate the variable and solve for x. -4x = -10~~

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~~answer. Note that diagrams are not necessarily drawn to scale. For each statement or question, choose the word or expression that, of those given, best completes the statement or answers the question. Record your answers on your separate answer sheet. [48] Use this space for 1 . The solution to 4. p + 2 < 2(p + 5) is . computations. (1) p > -6 ...~~

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An inquiry into science education is an exploration into education in a context that is grounded and significant. It is written by a college professor of Physics and Science Education who spent sabbatical year as a full time science teacher in a neighborhood high school in a poor area of New York City. His varied experiences highlight the contrast of what science education is and what it can be. The framework through which the book is written is that science education should be an active, purposeful process which promotes functional understanding and critical thinking. Science learners should be given the opportunity to build an understanding of benchmark principals of science based on their own observations and reasoning. In much the same way, this book explores benchmark principals of science education through real classroom experiences. Standard approaches of teaching and assessment are presented and alternative opportunities are described. Theories and strategies of science education emerge from analysis of classroom observations. Although the focus is on the teaching and learning of science, the subtext is implications of a failing educational system and what can be done about it. The primary intended audience is educators of all capacities, but particularly science teachers. An inquiry into science education integrates critical topics of science education in a contextualized, accessible, and easy to read narrative. The secondary intended audience is non-fiction readers. This book examines educational issues relevant to a general audience from the perspective of a scientist with a focus on inquiry and reasoning. Critical issues are addressed through case histories, some with touches of humor, but all with insight into children and learning.

INTERMEDIATE ALGEBRA: CONNECTING CONCEPTS THROUGH APPLICATIONS shows students how to apply traditional mathematical skills in real-world contexts. The emphasis on skill building and applications engages students as they master concepts, problem solving, and communication skills. It modifies the rule of four, integrating algebraic techniques, graphing, the use of data in tables, and writing sentences to communicate solutions to application problems. The authors have developed several key ideas to make concepts real and vivid for students. First, the authors integrate applications, drawing on real-world data to show students why they need to know and how to apply math. The applications help students develop the skills needed to explain the meaning of answers in the context of the application. Second, they emphasize strong algebra skills. These skills support the applications and enhance student comprehension. Third, the authors use an eyeball best-fit approach to modeling. Doing models by hand helps students focus on the characteristics of each function type. Fourth, the text underscores the importance of graphs and graphing. Students learn graphing by hand, while the graphing calculator is used to display real-life data problems. In short, INTERMEDIATE ALGEBRA: CONNECTING CONCEPTS THROUGH APPLICATIONS takes an application-driven approach to algebra, using appropriate calculator technology as students master algebraic concepts and skills. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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