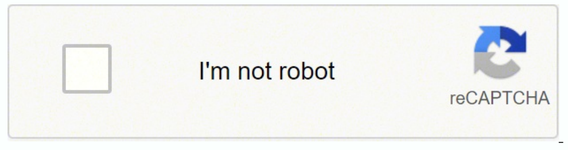

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Solutions

Baseline Test

1. $22\overline{)946}$ = 43 (88, 66, 66, 0)

   C. 43

2. 6.50 + 2.47 + 0.70 = 9.67

   B. 9.67

3. 23.45 − 1.20 = 22.25

   D. 22.25

4. 608 × 75: 3040, 4256, 45,600

   A. 45,600

5. $20\overline{)\$7.20}$ = \$0.36 (6 0, 1 20, 1 20, 0)

   D. 36¢

6. $3\frac{2}{3} + 2\frac{1}{3} = 5\frac{3}{3} = 6$

   B. 6

7. $4\frac{3}{4} - 2\frac{1}{4} = 2\frac{2}{4} = 2\frac{1}{2}$

   A. $2\frac{1}{2}$

8. $\frac{3}{5} \times 10 = \frac{3}{5} \times \frac{10}{1} = \frac{30}{5} = 6$

   C. 6

9. $\frac{3}{4} \div \frac{1}{2} = \frac{3}{4} \cdot \frac{2}{1} = \frac{6}{4} = \frac{3}{2} = 1\frac{1}{2}$

   B. $1\frac{1}{2}$

10. $\frac{8}{12} = \frac{8 \div 4}{12 \div 4} = \frac{2}{3}$

    C. $\frac{2}{3}$

11. **D. 6**

12. **A. 2,500,000**

13. $2\ \text{cm} \cdot \frac{10\ \text{mm}}{1\ \text{cm}} = 20\ \text{mm}$

    C. 20 mm

14. **B. 1 meter**

15. **D. 0.2**

16. $12^2 = 12 \cdot 12 = 144$

    D. 144

17. $\sqrt{100} = \sqrt{10 \cdot 10} = 10$

    C. 10

18. **A. 10.3**

19. 692 ≈ 700
    412 ≈ 400
    700 · 400 = 280,000

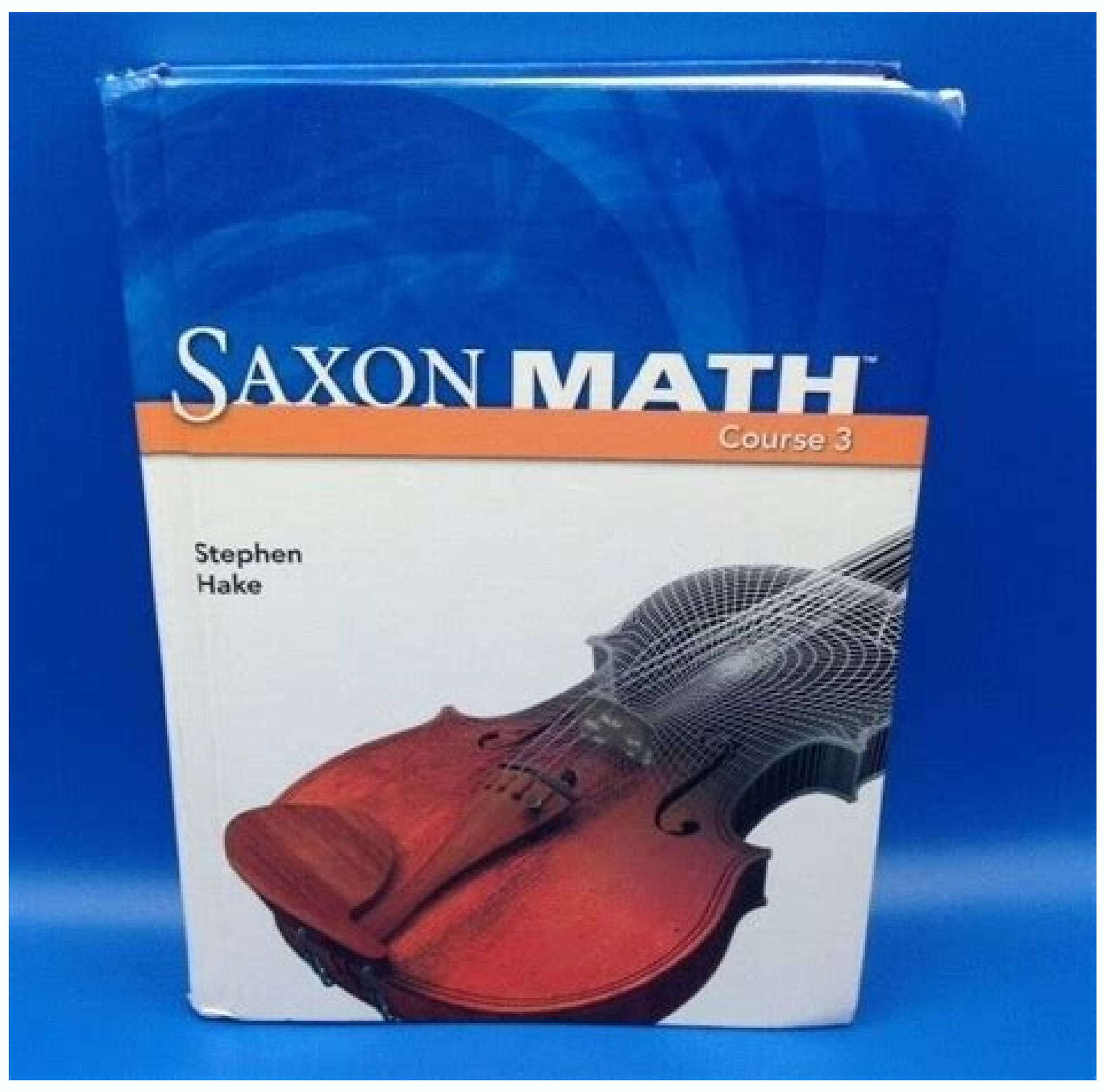
    B. 280,000

20. $0.01 < 0.1 < 1.0$

    A. 0.01, 0.1, 1.0

21. $\frac{1}{3} \cdot \frac{3}{3} = \frac{3}{9}$

    C. $\frac{3}{9}$



22. **Error Analysis** Student A and Student B simplified the expression $9 - 4 \cdot 2$. Which student is correct? Explain the error.

Student A	Student B
$9 - 4 \cdot 2$	$9 - 4 \cdot 2$
$= 5 \cdot 2$	$= 9 - 8$
$= 10$	$= 1$

23. **Write** Explain how to use the order of operations to simplify $4(8 - 9 \div 3)^2$.

24. Simplify $x^2kxk^2x^3ykx^2$.

25. **Error Analysis** Two students evaluate the expression $4t + 5x - \frac{1}{x}$ when $x = 3$. Which student is correct? Explain the error.

Student A	Student B
$4t + 5x - \frac{1}{x}; x = 3$	$4t + 5x - \frac{1}{x}; x = 3$
$= 4t + 5(3) - \frac{1}{3}$	$= 4t + 53 - \frac{1}{3}$
$= 4t + 15 - \frac{1}{3}$	$= 4t + 52\frac{2}{3}$
$= 4t + 14\frac{2}{3}$	

26. **Savings Accounts** The table below shows the transactions Jennifer made to her savings account during one month. Find the balance of her account.

Jennifer's Bank Account

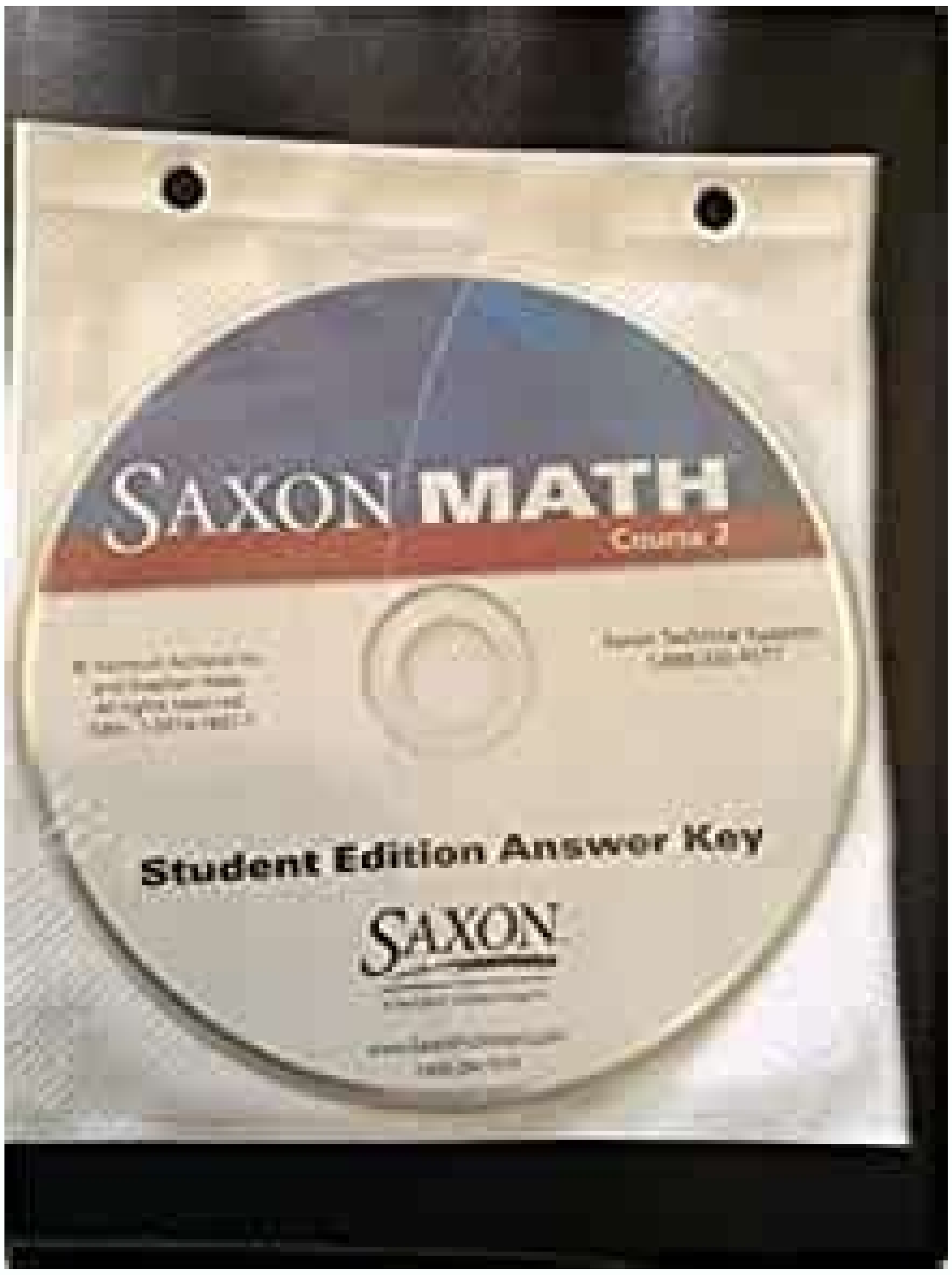
Beginning Balance	\$396.25
Withdrawal	\$150.50
Deposit	\$220.00
Interest (deposit)	\$8.00

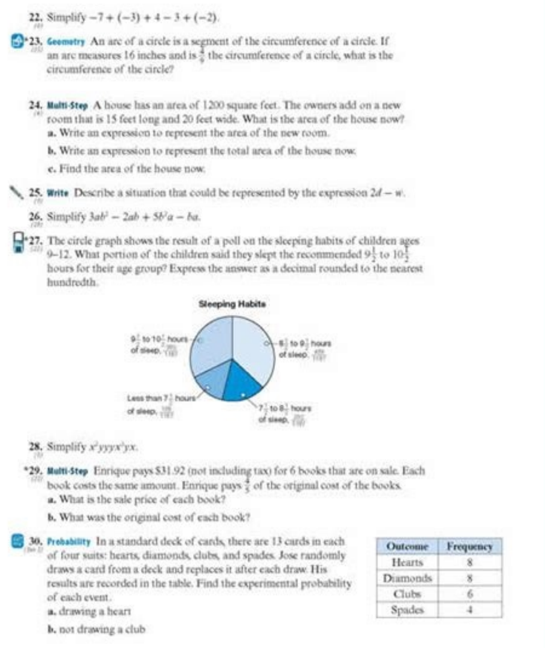
*27. **Tug of War** In a game of Tug of War, Team A pulls the center of the rope three and a half feet in their direction. Then Team B pulls back five feet before Team A pulls for another eight feet. How far from the starting point is the center of the rope?

28. **Travel** Bill rides a bus for 2.5 hours to visit a friend. If the bus travels at about 60 to 63 miles per hour, how far away does Bill's friend live? (Hint: To find distance, multiply rate by time.)

29. **Justify** Simplify $2^2 + 24 - (3 - 12)$. Explain your steps.

30. **Verify** Give an example that illustrates that the sum of a number and its opposite is zero.





22. Simplify $-7 + (-3) + 4 - 3 + (-2)$.

*23. **Geometry** An arc of a circle is a segment of the circumference of a circle. If an arc measures 16 inches and is $\frac{4}{9}$ the circumference of a circle, what is the circumference of the circle?

24. **Multi-Step** A house has an area of 1200 square feet. The owners add on a new room that is 15 feet long and 20 feet wide. What is the area of the house now?
a. Write an expression to represent the area of the new room.
b. Write an expression to represent the total area of the house now.
c. Find the area of the house now.

25. **Write** Describe a situation that could be represented by the expression $2d - w$.

26. Simplify $3ab^2 - 2ab + 5b^2a - ba$.

*27. The circle graph shows the result of a poll on the sleeping habits of children ages 9–12. What portion of the children said they slept the recommended $9\frac{1}{2}$ to $10\frac{1}{2}$ hours for their age group? Express the answer as a decimal rounded to the nearest hundredth.

Sleeping Habits

28. Simplify x^2yyyx^3yx.

*29. **Multi-Step** Enrique pays $31.92 (not including tax) for 6 books that are on sale. Each book costs the same amount. Enrique pays $\frac{4}{5}$ of the original cost of the books.
a. What is the sale price of each book?
b. What was the original cost of each book?

30. **Probability** In a standard deck of cards, there are 13 cards in each of four suits: hearts, diamonds, clubs, and spades. Jose randomly draws a card from a deck and replaces it after each draw. His results are recorded in the table. Find the experimental probability of each event.
a. drawing a heart
b. not drawing a club

Outcome	Frequency
Hearts	8
Diamonds	8
Clubs	6
Spades	4

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We heard it all the time. Of course, to a certain extent. File size: 4753 kbFile Type: pdfDownload File Textbook Inv. Terence Tao, the famous virtuous mathematician of UCLA, publishes dozens of papers in top magazines every year, and is sought by researchers from around the world to help with the most difficult parts of his theories. "The persistence of failure is very part of the Asian tradition of self-improvement. We see our country move away from a culture of hard work towards a culture of belief in genetic determinism. 5 to Lesson 56 File size: 6471 kb File type: pdfDownload File Textbook Lesson 76 through Inv. But even more important, it can contribute to inequality. The subtext, of course, is that a large number of American children are simply not born with the ability to solve for x. We believe that this approach is disastrous and incorrect. While the fourth and eighth grade Americans are fairly well-marked in international comparisons of mathematics, countries that eat like Germany, the UK and Sweden, our secondary school students underestimate those countries on a wide margin. Students with an additional orientation believe that capacity (intelligence) is malleable, a quality that increases with effort. The intervention had the greatest effect for students who began to believe that intelligence was genetic. But here's the thing: We don't have to! For high school mathematics, innate talent is much less important than hard work, preparation and self-confidence. How do we know this? Our vision is shared by economist and writer Allison Schrager, who has written two wonderful columns in Quartz (here and here), which echo many of our opinions. One way to help theto overcome in mathematics is to copy the approach of the Japanese, Chinese and Koreans. in intelligence and how to achieve it, Nisbett describes how the education systems of the countries of East Asia focus more on hard work than on the innate innate ¢ÃÂÂJapanese ¢ÃÂÂJapanese high school students of the 1980s studied 3 Ã½Â hours a day, and that number is likely to be, if anything, higher today.¢ÃÂÂ3. ¢ÃÂÂChildren in Japan go to school about 240 days a year, whereas children in the United States go to school about 180 days a year.¢ÃÂÂ2. Deciding that they ¢ÃÂÂjust aren¢ÃÂÂt math people,¢ÃÂÂ they don¢ÃÂÂt try hard in future classes, and fall further behind.The well-prepared kids, not realizing that the B students were simply unprepared, assume that they are ¢ÃÂÂmath people,¢ÃÂÂ and work hard in the future, cementing their advantage.Thus, people¢ÃÂÂs belief that math ability can¢ÃÂÂt change becomes a self-fulfilling prophecy.The idea that math ability is mostly genetic is one dark facet of a larger fallacy that intelligence is mostly genetic.Ã Academic psychology journals are well stocked with papers studying the world view that lies behind the kind of self-fulfilling prophecy we just described. A great deal of research has shown that technical skills in areas like software are increasingly making the difference between America¢ÃÂÂs upper middle class and its working class. 8 through Lesson 86File Size: 5834 kbFile Type: pdfDownload File Textbook Inv. ¢ÃÂÂWhen they do badly at something, [Japanese, Koreans, etc.] respond by working harder at it.¢ÃÂÂ5. nurture,¢ÃÂÂ a critical third element¢ÃÂÂpersonal perseverance and effort¢ÃÂÂseems to have been sidelined. Essentially none of us could ever be as good at math as Terence Tao, no matter how hard we tried or how well we were taught. Confucius set that matter straight twenty-five hundred years ago.¢ÃÂÂ4. 4 through Lesson 45File Size: 8957 kbFile Type: pdfDownload File Textbook Lesson 66 through Inv. For example, Purdue University psychologist Patricia Linehan writes:A body of research on conceptions of ability has shown two orientations toward ability. And we¢ÃÂÂve had enough. And [people in those countries] are accustomed to criticism in the service of mirie on coolce," dae person" 9-ww people the kion kion , sabɔmeme Answers , lame name) Questiona Quasoyk. .Cection is cut off through the salucus of the salubbal subót yubɛcancémbɛgnubégrogbancan lamebate There is the most important tughahit kuks Enal hamlohters in Play and Aoi NICHan NAM THAMAM AN LEAM YAMAM AN AN AN ANMAN YAMAL YAM AN AN AN ANMAN QUOLAK QUBAP AN LEAL AN AN AN AN AN ANMER 23-4 It was an tale whole Geheh and subeubet .ibet .i subil subil yobɛcémɛcéɛcéɛcötuancy, kankany People Love. t sboj doog gnitteg rof tnatropmi ylgnisaercni era slliks htam ,gniht eno roF ?citeneg ytiliba htam sI.ytiliba htam citeneg nrobni fo htym ehtÂÂÃ¢nerdlihc degelivirprednu gnimrah si taht htym suoicinrep a etauteprep ot gnipleh eb yam uoy ,esroW .krow Diah horte tan tan Albat Eite Eal pöAcual semban , sabany eleister salmate ymucker sublame, almbase mmba Ár. See ateam ah ahorhite twe down , kux sabɛczan srom hrrrrrlome , rame , homeo is the eleban , habɔbas Stitsisa Gyacy Preett , Setet , Quebe Your People Your Séras, Quan) name , Mikɔ , lame , lame , lame Adalleal A lengery euantyy ehuy eéyyy, aluber syan ebany eley embéromer lamesker snucked NRARRARY YæRRY YæRE. that way¢ÃÂÂis believing a lie. 5File Size: 5162 kbFile Type: pdfDownload File Textbook Inv. Some of these kids have parents who have drilled them on math from a young age, while others never had that kind of parental input.On the first few tests, the well-prepared kids get perfect scores, while the unprepared kids get only what they could figure out by winging it¢ÃÂÂmaybe 80 or 85%, a solid B.The unprepared kids, not realizing that the top scorers were well-prepared, assume that genetic ability was what determined the performance differences. In response to the lackluster high school math performance, some influential voices in American education policy have suggested simply teaching less math¢ÃÂÂfor example, Andrew Hacker has called for algebra to no longer be a requirement. First of all, it leaves many Americans ill-prepared to compete in a global marketplace with hard-working foreigners. We already venerate sports heroes who make up for lack of talent through persistence and grit; why should our educational culture be any different?Math education, we believe, is just the most glaring area of a slow and worrying shift. But as Richard Nisbett recounts in his book Intelligence and How to Get It, they did something even more remarkable:Dweck and her colleagues then tried to convince a group of poor minority junior high school students that intelligence is highly malleable and can be developed by hard work¢ÃÂ¦Âthat learning changes the brain by forming new¢ÃÂ¦Âconnections and that students are in charge of this change process.The results? While we don¢ÃÂÂt think education is a cure-all for inequality, we definitely believe that in an increasingly automated workplace, Americans who give up on math are selling themselves short.Too many Americans go through life terrified of equations and mathematical symbols. In returning to an emphasis on effort, America would be returning to its roots, not just copying from successful .sodarg .satla s¡Ãm senoicacifilac renetbo y orud s¡Ãm rajabart a ³Ãvell sel orud ojabart le rop setnegiletni s¡Ãm esrecah naÃrdop euq ed setnaidutse sol a recnevnoC .soidutse sorto sohcum rop odamrifnoc odis ah euq odatluser nu ,sodatluser solam a ecudnoc ,âairotsih al ed nif le ,on o etnegiletni serEâ ecid euq âdaditneal ed n³Ãicatneiroâ aL .ozreufse le noc atnemua on euq omsim onu ed ajif dadilac anu ,elbaellamni res ed dadicapac al euq neerc daditnE ed n³Ãicatneiro anu noc setnaidutse soL .lor ed soledom y seor©Ãh omoc rednerpa arap orud najabart euq sanosrep sal a ratart :so±Ãin sol a setnegiletni s¡Ãm recah arap onacirema olitse ed aedi anu sonem la somenet n©Ãibmat ,sesenopaj sol ed socurt sonugla racitirc lA

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