

16 Savannah just got contact lenses. Her doctor said she can wear them 2 hours the first day, and can then increase the length of time by 30 minutes each day. If this pattern continues, which formula would *not* be appropriate to determine the length of time, in either minutes or hours, she could wear her contact lenses on the n th day?

(1) $a_1 = 120$

$$a_n = a_{n-1} + 30$$

(3) $a_1 = 2$

$$a_n = a_{n-1} + 0.5$$

(2) $a_n = 90 + 30n$

(4) $a_n = 2.5 + 0.5n$

choice (1) works because $a_1 = 120$ indicates that the first time is 120 minutes, which is the same as two hours on the first day.

the second part states that each term is 30 minutes more than the previous term, so it also works because this means that each day the time increases by 30 minutes or half an hour.

for example, $a_2 = a_1 + 30 = a_2 = 120 + 30 = 150$ minutes or 2.5 hours

choice 2 works because when $n=1$, which represents the first day, we get

$a_1 = 90 + 30 \cdot (1)$ which equals 120 minutes or two hours as stated.

when $n=2$, which is the second day, we get

$a_2 = 90 + 30 \cdot (2)$ which equals 150 minutes or 2.5 hours

June 2013 Algebra Regents Answers With Work

Victor M. Corman



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Discipline Problems Tadashi Dozono, 2024-05-07 Angel a Black tenth grader at a New York City public school self identifies as a nerd and likes to learn But she s troubled that her history classes leave out events like the genocide and dispossession of Indigenous people in the Americas presenting a sugar coated image of the United States that is at odds with her everyday experience The history I learned in school is simpler she says The world I live in is a lot more complex Angel like every student interviewed in *Discipline Problems* has been identified by teachers as a troublemaker a student whose behavior disrupts classroom norms and interferes with instruction But her critiques of the curriculum she s taught speak to her curiosity and insight crucial foundations for understanding history Like many students who have been marginalized by systemic racism in American schools she exposes the shortcomings of her classrooms academic environments by challenging both the content and the methods of her education All too often these challenges are framed as troublemaking and the students are disciplined for acting out instead of being rewarded for their intellectual engagement Tadashi Dozono a professor of education and former high school social studies teacher takes seriously the often overlooked critiques that students of color who get labeled as troublemakers direct toward their high school history curriculum He reinterprets troublemaking usually cast as a behavioral deficit as an intellectual asset and form of reasoning that challenges the disciplining reason of classrooms where whiteness is valued over the histories and knowledge of people of color Dozono shows how what are traditionally framed as discipline problems can be seen through a different lens as responses to educational practices that marginalize non white students *Discipline Problems* reveals how students of color seek out alternate avenues for understanding their world and imagines a pedagogy that champions the curiosity intellect and knowledge of marginalized learners

Not Yet . . . And That's OK Peg Grafwallner, 2021-07-16 Every learning challenge is an empowering opportunity to grow In *Not Yet And That s OK* author Peg Grafwallner shares how teachers can help students celebrate the academic experience and all it has to offer Learn specific ways to cultivate a not yet classroom where productive struggle is encouraged obstacles are valued and students see themselves as capable learners and risk takers Learn how to design classrooms and routines that normalize productive struggle as part of the learning process Discover how to write and apply rigorous learning intentions and scaffolded success criteria that are student friendly Study classroom scenarios and authentic firsthand look insides of educators demonstrating the not yet approach Find out how to communicate with colleagues students and parents and guardians to foster positive relationships Receive strategies protocols and reproducibles that support instruction reflection and the not yet approach Contents Introduction Part 1 Foundations of the Not Yet Approach Chapter 1 The Challenge of Failure Chapter 2 Grading and the Not Yet Approach Chapter 3 Concepts to Support the Not Yet Approach Chapter 4 Vigorous Learning Intentions and Scaffolded Success Criteria Part 2 The Not Yet Classrooms Chapter 5 The Practical Classroom Chapter 6 The Transformational Classroom Chapter 7 The Productive

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