

Science Skills

Rearranging Algebraic Equations

When you first learn about an equation, it is usually shown in the following way. A symbol you have not seen before is on the left of the equation. Symbols you have studied are on the right side of the equation. The value of the quantity that the unfamiliar symbol represents can be found by performing mathematical operations on the familiar quantities. The equation for density is shown below as an example.

$$\text{Density} \rightarrow D = \frac{m}{V} \leftarrow \begin{array}{l} \text{Mass} \\ \text{Volume} \end{array}$$

If you wish to calculate density, just put the known values for mass and volume into the equation.

What do you do, however, if you know the density of a substance as well as its volume, and you need to find the mass of the substance? You start with the same equation but rearrange it. That way the values that you know—density and volume—are both on the right side of the equation, and the unknown variable—mass—is by itself on the left side, as shown below.

PROBLEM

Rearrange the equation for density to solve for mass.

SOLUTION

Step 1: Write the equation as it is usually given.

$$D = \frac{m}{V}$$

Step 2: Because mass is the unknown quantity, flip the equation to put mass on the left.

$$\frac{m}{V} = D$$

Step 3: The equation will still be true if you multiply both sides of the equation by the same amount. Multiply both sides by volume (V). This will cancel out volume on the left side, leaving mass alone on the left.

$$\frac{m}{V} \times V = D \times V = DV$$

Step 4: The equation has now been rearranged as needed.

$$m = DV$$

What if you know the density and the mass of a substance and you need to find its volume? The density equation can also be rearranged to solve for volume, as shown in the next sample problem.

Science Skills Continued Practice Answers

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Exploring classroom assessment practices and teacher decision-making Dennis Alonzo,Chris Davison,Chris Ann Harrison,2023-05-25 15 PGT Physics Test Papers EMRS Mocktime Publication, EMRS Exam Teachers PGT Physics Test Papers 15 Practice Papers Tier 1 Eklavya Model Residential Schools as per Official Exam Pattern and Syllabus Science 3-13 Rachel Sparks Linfield,Paul Warwick,2002-01-04 Which factors have been influential in developing science teaching and learning for the three to thirteen age group in the last twenty years How might these factors have an impact on the future direction of science teaching and learning for this age range into the 21st century How can teachers cope with the changes Science 3 13 explores some of the historical antecedents of the current position of science in the lives of younger children It covers the various influences both from within and outside the teaching profession that have shaped the current science curriculum Current practice is examined and on this basis speculations are made about the future position and direction of this important subject The contributors each cover a particular aspect of science for the 3 13 age range but common themes emerge such as the influence of government intentions particularly through the development of the National Curriculum The role of research groups and the impact of ICT on the teaching profession as to what is important to teach and how science and science teaching should be viewed within society are shown to be important factors in the mix that contributes to change This book forms part of a series of key texts which focus on a range of topics related to primary education and schooling Each book in the Primary Directions Series will review the past analyse current issues suggest coping strategies for practitioners and speculate on the future **Macmillan Social-studies Series: Living together in the Old World** ,1958 **Health Systems Science E-Book** Susan E. Skochelak,2020-05-06 The first textbook devoted to this emerging area Health Systems Science now brings you fully up to date with today s key issues and solutions This increasingly important branch of health care explores how health care is delivered how health care professionals work together to deliver that care and how the health system can improve patient care and health care delivery Along with basic and clinical sciences health systems science is rapidly becoming a crucial third pillar of medical science with an emphasis on understanding the role of human factors systems engineering leadership and patient improvement strategies that will help transform the future of health care and ensure greater patient safety In this 2nd Edition new chapters new exercises and new information help you acquire the knowledge and skills you need for success in today s challenging healthcare system The first comprehensive text for mastering health systems science offering practical coverage of all of the factors in the lives of patients that influence their

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Leading Continuous Improvement in Schools Erin Anderson, Kathleen M. W. Cunningham, David H.

Eddy-Spicer, 2023-10-31 This volume provides a set of principles and systematic methods for improvement to help district and school leaders achieve the continuous improvement goals embedded in the Professional Standard for Educational Leadership PSEL and the National Educational Leadership Program NELP standards Bringing the PSEL Standard 10 to life this book tackles the why how and what of continuous improvement through an equity lens In the first section *Leading Continuous Improvement in Schools* provides an overall introduction to and rationale for continuous improvement situating current approaches to continuous improvement situating current approaches to continuous improvement in education within broader historical and sectoral contexts The second section highlights how the tenets of improvement science such as making iterative incremental evidence based advancements utilizing practical measurements and acknowledging variability position school and system leaders to adaptively integrate systematic and evidence based approaches to change as part of ongoing organizational processes The book concludes with a section that invites readers to consider leadership approaches that forward improvement work how leaders can build internal capacity to engage in improvement and how policy can support efforts to build and sustain the capacity for continuous improvement Special features include beginning of chapter highlights end of chapter connections to standards and action inventories through each chapter Overall the volume provides a focus on the continuous improvement aspects of the NELP and PSEL standards that serves as a bridge supporting students preparing to become educational leaders in their journey from learning about continuous improvement to learning how to lead continuous equity oriented improvement work in their own contexts

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