

Performance Tasks

Algebra II, Unit 1: Systems of Equations and Inequalities

Directions: Please solve the following problems individually or with your peers. Use a whiteboard to share your ideas.

Task A (50 pts): Show all your work on paper. You can scan the paper or take a picture of your work then upload it to your e-portfolio. Yes, you must attempt to solve ALL the problems below.

Task B (50 pts): Among the problems below, pick three of the problems you feel most comfortable to share your approach. Film yourself explaining. Assume that you are teaching someone who have not studied this unit. Edit the video if necessary, then upload it to your e-portfolio. Your peers will evaluate your teaching.

★ 1. Susie pays for 4 muffins and 3 bananas. Calvin spends twice as much paying for 2 muffins and 16 bananas. A muffin is how many times as expensive as a banana?

(A) $\frac{3}{2}$

(B) $\frac{5}{3}$

(C) $\frac{7}{4}$

(D) 2

(E) $\frac{13}{4}$

$$4x + 3y = 5$$

$$2x + 16y = 25$$

$$1) x = y$$

$$-2(4x + 3y = 5)$$

$$-8x - 6y = -10$$

$$2x + 16y = 25$$

$$-6x + 10y = 15$$

$$\frac{10y = 6x + 15}{2}$$

$$5y = 3x + 7.5$$

$$\frac{5y = 3x + 7.5}{3}$$

$$\frac{5}{3}y = x + 2.5$$

$$\frac{5}{3}y = x$$

Algebra Unit 7 Performance Task Answers

**Christine Sleeter, Judith Flores
Carmona**



Algebra Unit 7 Performance Task Answers:

Harcourt School Publishers Math HSP, Harcourt School Publishers Staff, 2002-06 **Mathematical Tasks in Classrooms Around the World**, 2010-01-01 Mathematical tasks have long been recognized as crucial mediators between mathematical content and the mathematics learner For many people the mathematics classroom is defined by the type of tasks one finds there and this is appropriate Mathematical tasks are the embodiment of the curricular pretext that brings each particular set of individuals together in every mathematics classroom In other contexts individuals come together to engage in musical performances or dramatic performances The performances of the mathematics classroom are largely the performance of mathematical tasks and if we are to understand and facilitate the learning that is the purpose of such settings then we must understand the nature of the performances that we find there The classroom performance of a task is ultimately a unique synthesis of task teacher students and situation Of particular interest are differences in the function of mathematically similar tasks when employed by different teachers in different classrooms for different instructional purposes with different students By making comparison possible between the classroom use of mathematical tasks in different classrooms around the world the analyses reported in this book reveal the profound differences in how each teacher utilises mathematical tasks in partnership with their students to create a distinctive form of mathematical activity The Learner s Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants The LPS research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post lesson video stimulated interviews and by test and questionnaire data and copies of student written material In each participating country data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city The large body of complex data supports both the characterisation of practice in the classrooms of competent teachers and the development of theory **A Collection of Performance Tasks and Rubrics** Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K 3 math topics *Effective Math Instruction* Jared Dupree, 2016-02-01 This easy to use classroom resource provides a series of lessons templates and exemplars for practical classroom application and will help teachers understand the content standards and the mathematical practice standards in order to develop meaningful mathematics lessons This book primarily focuses on teachers procedural knowledge of standards implementation as they apply the information and resources presented in this book Mathematical rigor in the classroom for students includes lessons that target conceptual knowledge procedural knowledge factual knowledge meta cognitive knowledge and the application of this knowledge in context It also includes opportunities for teachers to develop all three dimensions of rigor as it applies to the Common Core *Performance-based Occupational Math Requirements Assessment (OMRA)* David J. Pucel, 1992 A

Collection of Performance Tasks & Rubrics: High School Mathematics Charlotte Danielson, Elizabeth Marquez, 2014-05-22 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in high school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics

Macmillan/McGraw-Hill Math: Teacher ed., v. 1, 2004 [Resources in Education](#), 1999 **Project-Based Learning in the Math Classroom** Telannia Norfar, Chris Fancher, 2022-03-14 Project Based Learning in the Math Classroom Grades 3 5 explains how to keep inquiry at the heart of mathematics teaching in the upper elementary grades Helping teachers integrate other subjects into the math classroom this book outlines in depth tasks projects and routines to support Project Based Learning PBL Featuring helpful tips for creating PBL units alongside models and strategies that can be implemented immediately Project Based Learning in the Math Classroom Grades 3 5 understands that teaching in a project based environment means using great teaching practices The authors impart strategies that assist teachers in planning standards based lessons encouraging wonder and curiosity providing a safe environment where mistakes can occur and giving students opportunities for revision and reflection

Skills-Based Health Education Mary Connolly, 2018-08-21 The Second Edition of Skills Based Health Education provides pre service and practicing teachers with the pedagogical foundation and tools to develop a comprehensive PreK 12 health education program using the National Health Education Standards It takes each standard by grade span provides scenarios based on research to explain the skill and then provides a step by step approach to planning assessment and instruction Early chapters connect skills based health education to coordinated school health and the national initiatives of the Centers for Disease Control and Prevention Healthy People 2020 The Whole Child and 21st Century Skills The remaining chapters provide guidance to plan implement and assess performance tasks Readers are shown how to establish student needs select content and skill performance indicators to meet those needs and plan and implement assessment and instructions

Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis

Kid's Box American English Level 3 Teacher's Edition Melanie Williams, Caroline Nixon, 2010-12-23 Kid s Box is a six level course for young learners Bursting with bright ideas to inspire both teachers and students Kid s Box American English gives children a confident start to learning English It also fully covers the syllabus for the Cambridge Young Learners English YLE tests The Teacher s Edition contains comprehensive notes as well as extra activities and classroom ideas to inspire both

teachers and students Level 3 begins the Movers cycle CEF level A1 **Silver Burdett Ginn Mathematics** ,1999

Science and Science Teaching Sharon Sherman, Sharon J. Sherman, 2000 This core text for K 8 science methods courses helps novice teachers become confident and competent in inquiry centered standards based classrooms Science content and pedagogy are blended using a carefully crafted developmental approach in which teachers begin by learning basic ideas and practicing simple instructional strategies Once these are mastered teachers move on to learn and teach advanced concepts and complex experiments Students learn how to deliver inquiry based instruction create standards based lesson plans link instruction and assessment design performance assessments use a variety of teaching strategies and integrate science across the curriculum **P.E. Teacher's Skill-by-skill Activities Program** Lowell F. Turner, Susan Lilliman Turner, 1989 This unique resource provides scores of easy to conduct games activities and lessons Students can build skills in nine different athletic areas while gaining an understanding of the basic concepts rules and terminology of each particular sport Un-Standardizing Curriculum Christine Sleeter, Judith Flores Carmona, 2017 In this Second Edition of her bestseller Christine Sleeter and new co author Judith Flores Carmona show how educators can learn to teach rich academically rigorous multicultural curricula within a standards based environment The authors have meticulously updated each chapter to address current changes in education policy and practice New vignettes of classroom practice have been added to illustrate how today s teachers navigate the Common Core State Standards The book s field tested conceptual framework elaborates on the following elements of curriculum design ideology enduring ideas democratized assessment transformative intellectual knowledge students and their communities intellectual challenges and curriculum resources Un Standardizing Curriculum shows teachers what they can do to un standardize knowledge in their own classrooms while working toward high standards of academic achievement Book Features Classroom vignettes to help teachers bridge theory with practice in the context of commonly faced pressures and expectations Guidance for teachers who want to develop their classroom practice including the possibilities and spaces teachers have within a standardized curriculum Attention to multiple subject areas and levels of schooling making the book applicable across a wide range of teacher education programs A critique of the tensions between school reforms and progressive classroom practice This second edition is a game changer for educators interested in powerful curriculum engineering to support new century students H Richard Milner IV Helen Faison Endowed Chair of Urban Education University of Pittsburgh This text breaks new ground with a timely contribution that provides solid potentially emancipatory grounding for a new inclusive research based vision of curriculum assessment schools and society Angela Valenzuela author This is a book that teachers teacher educators policymakers and researchers will continue to return to for guidance and inspiration Dolores Delgado Bernal University of Utah **Harcourt Science: Physical science, [grade] 3, units E and F, teahcer's ed** ,2000 The Testing Gap Jaekyung Lee, 2007-05-01 The objective of this book is to advance our understanding of the design implementation and evaluation of test driven external

accountability policies for improving both academic excellence and equity This book provides new insights into debates about the efficacy of highstakes testing through critical synthesis of previous studies and through systematic analysis of the achievement gap trends over the past 15 years The core findings have implications for contemporary national and state policy efforts as mandated by NCLB to close the achievement gap The book alerts readers to scientific institutional and technical threats to the current test driven school accountability system and possible consequences if we fail to counteract those threats and continue the current policy course with underfunded mandates and an over reliance on testing and sanctions

El-Hi Textbooks and Serials in Print ,2006 **Houghton Mifflin Math Central: Student text** ,1998

Algebra Unit 7 Performance Task Answers Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has become more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such could be the essence of the book **Algebra Unit 7 Performance Task Answers**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall effect on readers.

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