

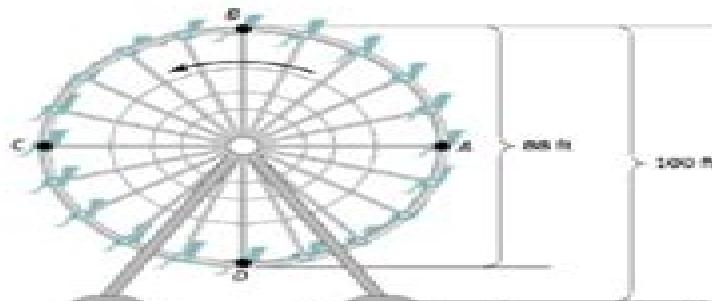
Name: _____

Ferris Wheel PBA (Use notebook for more room) Pd: _____

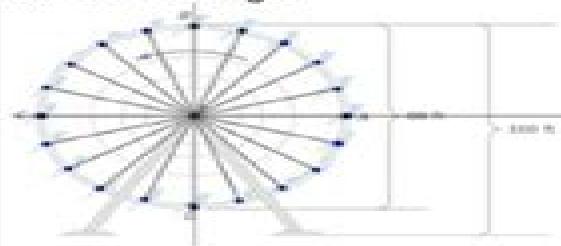
Tyrell is an engineer at Rocket Rides. His job is to design amusement park rides that meet the needs of the company's clients. A new client has asked Rocket Rides to design a Ferris wheel, given the following constraints.

- The diameter of the wheel must be 25 feet.
- The highest point of the wheel must be 100 feet above ground.
- The wheel must make one rotation every 60 seconds.

Based on this information, Tyrell creates a preliminary sketch for a ride called The Sky Wheel, as shown.



Consider the center of the Ferris wheel as the origin.



Determine the number of degrees of rotation that are between each seat.

Determine the height of the seat at point A, B, C, and D.

Seat at A: _____

Seat at B: _____

Seat at C: _____

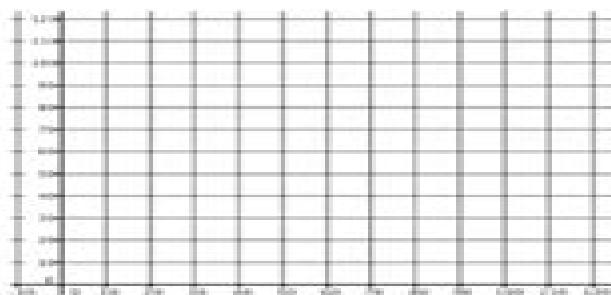
Seat at D: _____

Determine the radius of the Sky Wheel.

Tyrell makes a table showing the height of the seat which starts at point A, when time is 0, in feet at various times as the Ferris wheel rotates counterclockwise. Complete the table.

Time (seconds)	Height (feet)
0	
15	
30	
45	
60	
75	
90	
105	
120	

Plot the points from the table in Item 2 and connect them with a smooth curve (Carefully estimate the points). Remember to label your axes.



Algebra 1 Unit 6 Performance Task

Sarah Schuhl, Timothy D. Kanold, Mona Toncheff, Bill Barnes, Jessica Kanold-McIntyre, Matthew R. Larson, Georgina Rivera

Algebra 1 Unit 6 Performance Task:

Teaching to the Math Common Core State Standards F. D. Rivera, 2015-06-17 This is a methods book for preservice middle level majors and beginning middle school teachers. It takes a very practical approach to learning to teach middle school mathematics in an emerging Age of the Common Core State Standards. The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum; it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace. A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the Grade 5 through Grade 8 and traditional pathway Algebra I portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order. In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment. The Common Core state content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher. The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all middle school students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation. Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited. Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding. This blended multisourced text is a getting smart book. It prepares preservice middle level majors and beginning middle school teachers to work within the realities of accountable pedagogy and to develop a proactive disposition that is capable of supporting all middle school students in order for them to experience growth in mathematical understanding that is necessary for high school and beyond including future careers.

Mathematics Assessment and Intervention in a PLC at Work®, Second Edition Sarah Schuhl, Timothy D. Kanold, Mona Toncheff, Bill Barnes, Jessica Kanold-McIntyre, Matthew R. Larson, Georgina Rivera, 2023-06-27 This second edition book from the Every Student Can Learn Mathematics series guides you and your collaborative teams in building student and collective teacher efficacy through the formative use of common assessments. Discover how you can work interdependently to design high quality assessments, calibrate scoring of student work and analyze data to enhance instructional practices and sustain effective Tier 2 learning experiences for students. New and enhanced protocols and examples provide practical tools and models for immediate implementation. Improve your mathematics collaborative team assessment processes using the four critical questions of a PLC at Work along with an RTI or MTSS focus on effective Tier 2 interventions. This book will help K-12 mathematics teachers and teacher teams learn the criteria for the formative use of all unit by unit common mathematics assessments.

Identify essential learning standards as drivers for common assessments and student reflection Design and use high quality common assessments and team scoring agreements Calibrate the scoring of student work for consistent formative feedback to students Engage in data protocols that analyze student work to enhance instructional practices identify students in need of targeted intervention or extension and create effective intervention learning experiences Determine how students can reflect and set goals using the formative feedback process based on common unit by unit assessments Design and implement an effective Tier 2 mathematics intervention program to support student learning Contents Preface Introduction Chapter 1 The Mathematics at Work Common Assessment Process Chapter 2 Quality Common Mathematics Assessments Chapter 3 Sample Common Mathematics Assessments and Calibration Routines Chapter 4 Teacher Actions in the Formative Assessment Process Chapter 5 Student Actions in the Formative Assessment Process Chapter 6 Team Response to Student Learning Using Tier 2 Mathematics Intervention Criteria Summary Epilogue Appendix References and Resources Index [Resources in Education](#) ,1993-11 **Algebra 1** Robert Gerver,Richard Sgroi,Claudia Carter,Mary Hansen,1997-03 *A Leader's Guide to Mathematics Curriculum Topic Study* Page Keeley,2012-05-30 The Curriculum Topic Study CTS process funded by the National Science Foundation helps teachers improve their practice by linking standards and research on how children learn mathematics to classroom practice Keyed to the core book Mathematics Curriculum Topic Study this resource helps maths professional development leaders **Harcourt Math** ,2003-03 [Glencoe Algebra 1](#) ,2001

[Macmillan/McGraw-Hill Math: Teacher ed., v. 1](#) ,2004 [Our World's Story](#) ,1997 **Algebra 2** Robert Gerver,South-Western Educational Publishing,1998 *Everyday Mathematics* University of Chicago. School Mathematics Project,2001 *Impact Mathematics* ,2001-06 Complete coverage of algebra 1 by the end of grade 8 Catalog cover

El-Hi Textbooks and Serials in Print ,2006 **Everyday Mathematics** Max Bell,2004 Contains easy to follow three part daily lesson plans This assists teachers in focusing on lesson objectives providing ongoing practice for all students and addressing individual student needs for a variety of populations A unit organizer provides learning goals planning and assessment support content highlights a materials chart suggestions for problem solving cross curricular links and options for individualizing Each guide is grade level specific **Algebra** ,1996 **Teaching Mathematics for the 21st Century** Linda Huetinck,Sara N. Munshin,2008 This third edition of T eaching Mathematics for the 21st Century continues to help teachers let the secret out to open up to their students the wonderful discoveries and challenges of the pattern making and problem solving aspects of a fascinating subject mathematics The rationale remains the same to enable prospective and current teachers to access and use tools and strategies to effectively teach mathematics to contemporary students Changing demographics knowledge of how people learn and technology all impact the way we educate our young people This edition incorporates lessons and strategies from programs that have proven success in many types of classrooms Many of these examples help students connect mathematics to real life situations and communicate their understanding of the underlying

concepts Although technology is constantly being upgraded ways to increase student motivation through its application remains a goal For example since applets can enhance a lesson whether the teacher uses a computer projector a smart board or has students work individually on computers we have identified several sources of mathematics applets that can be correlated to various lessons Research citations and summaries have been updated to reflect current information on teaching and learning For future teachers

Managing School Districts for High Performance Stacey Childress,2007 Managing School Districts for High Performance brings together more than twenty case studies and other readings that offer a powerful and transformative approach to advancing and sustaining the work of school improvement At the center of this work is the concept of organizational coherence aligning organizational design human capital management resource allocation and accountability and performance improvement systems to support an overarching strategy This central idea provides a valuable conceptual framework for current and future school leaders The case studies presented in Managing School Districts for High Performance grow out of the Public Education Leadership Project PELP a unique partnership between the Harvard Business School the Harvard Graduate School of Education and a network of urban school districts This rich array of cases explores the managerial challenges districts face as they seek to ensure rich learning opportunities and high achievement for all students across a system of schools This book of insightful case studies fills a void long felt by educational administrators in search of practical real world training tools It will serve as a catalyst for the tough conversations district leaders need to have about achieving high quality outcomes for all students The Broad Center for the Management of School Systems has used many of these cases with great success and we are excited that they are now compiled into a single collection Dan Katir Managing Director The Broad Foundation This volume is not a treatise about how schools and districts should work Rather it provides a deep immersion in the real dilemmas involved in advancing school district reform Anyone who works through these cases cannot help but come away with a more informed vision for change a more reflective orientation about the interrelationships among the multiple tasks involved and a more prudent grasp of what it takes to educate all children to high academic standards The course of study presented by Managing School Districts for High Performance should be required professional education for anyone charged with advancing a coherent agenda of school improvement in our diverse demanding and rapidly changing society Anthony S Bryk Spencer Professor of Organizational Studies Stanford University This set of case studies offers practitioners policymakers and scholars the opportunity to learn from the collective wisdom and real life experiences of educational leaders involved in systemic transformation Implementing coherent reform strategies designed to improve and sustain student performance often takes place in a vacuum As a former urban superintendent I believe that these selected educational case studies provide a compelling forum for shared experiential teaching and learning Arlene Ackerman Christian A Johnson Professor of Outstanding Educational Practice Teachers College Columbia University This collaboration between the Harvard Business School and the Harvard Graduate

School of Education provides a set of analytical tools to address the most complex and challenging issues facing urban public schools The contemporary case studies document actual choices and constraints and point to patterns and similarities across organizations from urban schools to corporate environments Carol Johnson Superintendent Boston Public Schools Stacy Childress is a lecturer at Harvard Business School Richard F Elmore is the Gregory R Anrig Professor of Educational Leadership at the Harvard Graduate School of Education Allen S Grossman is the MBA Class of 1957 Professor of Management Practice at Harvard Business School Susan Moore Johnson is the Pforzheimer Professor of Teaching and Learning at the Harvard Graduate School of Education **Clarity for Learning** John Almarode,Kara Vandas,2018-10-24 An essential resource for student and teacher clarity With the ever changing landscape of education teachers and leaders often find themselves searching for clarity in a sea of standards curriculum resources and competing priorities Clarity for Learning offers a simple and doable approach to developing clarity and sharing it with students through five essential components crafting learning intentions and success criteria co constructing learning intentions and success criteria with learners creating opportunities for students to respond effective feedback on and for learning students and teachers sharing learning and progress The book is full of examples from teachers and leaders who have shared their journey struggles and successes for readers to use to propel their own work forward [Holt Algebra 1 2003](#) Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2003 **Contemporary Mathematics in Context** Arthur F. Coxford,James T. Fey,Christian R. Hirsch,Harold L. Schoen,Eric W. Hart,Brian A. Keller,Ann E. Watkins,Rebecca K. Walker,2000-10

Reviewing **Algebra 1 Unit 6 Performance Task**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Algebra 1 Unit 6 Performance Task**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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