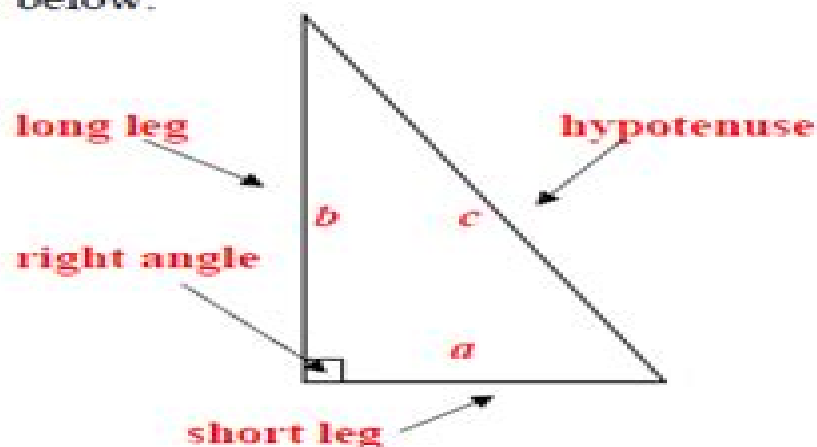


## Lesson Plan – The Pythagorean Theorem Introduction (Pt. I)

### Part I: INSTRUCTION

**Objective:** Students will be able to determine unknown side lengths of right triangles by applying the Pythagorean Theorem.

**Activity I: Do Now:** An Entrance Ticket is included on page 13. Answer key below.



1)  $\sqrt{25} = 5$

2)  $\sqrt{49} = 7$

3)  $\sqrt{100} = 10$

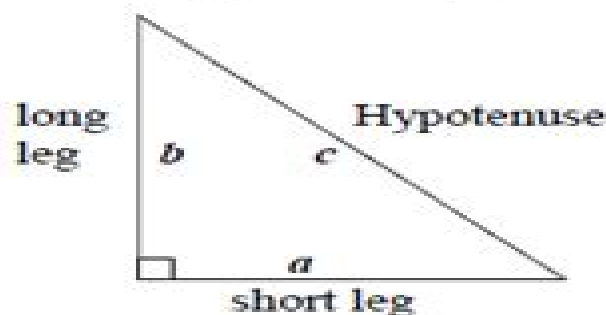
**Alternate Do Now:** Calculate the square root of the number. (Note: the radical symbol refers to the positive root only.)

$\sqrt{25} = 5$

$\sqrt{49} = 7$

$\sqrt{100} = 10$

### Warm-Up – The Right Triangle Revisited



A right triangle has three sides: two legs and a hypotenuse. Sometimes, the two legs differ in length. One is a short leg and one is a long leg. The only time when the two legs are the same length is when the triangle is a right isosceles triangle.

The hypotenuse is the side *directly opposite* the right angle. The hypotenuse always has the greatest length of a right triangle and is always labeled as " $c$ ".

# Performance Task For Pythagorean Theorem

**Yiming Cao,Zsolt Lavicza ,Shuhua  
An,Lianchun Dong**



## **Performance Task For Pythagorean Theorem:**

*Performance Tasks and Rubrics for High School Mathematics* Charlotte Danielson, Elizabeth Marquez, 2016-03-02 Performance tasks are highly effective tools to assist you in implementing rigorous standards But how do you create evaluate and use such tools In this bestselling book educational experts Charlotte Danielson and Elizabeth Marquez explain how to construct and apply performance tasks to gauge students deeper understanding of mathematical concepts at the high school level You ll learn how to Evaluate the quality of performance tasks whether you ve written them yourself or found them online Use performance tasks for instructional decision making and to prepare students for summative assessments Create your own performance tasks or adapt pre made tasks to best suit students needs Design and use scoring rubrics to evaluate complex performance tasks Use your students results to communicate more effectively with parents This must have second edition is fully aligned to the Common Core State Standards and assessments and includes a variety of new performance tasks and rubrics along with samples of student work Additionally downloadable student handout versions of all the performance tasks are available as free eResources from our website [www.routledge.com](http://www.routledge.com) 9781138906990 so you can easily distribute them to your class

*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

*Designing and Using Performance Tasks* Tracey K. Shiel, 2016-09-14 Stretch student thinking with performance based tasks With the continual increase of high stakes assessments also comes the surge of professional development on designing performance based tasks Providing step by step insights this book shows you how to incorporate performance tasks as a tool to teach monitor and extend student learning If you re ready to stretch your students thinking grab a copy of this how to guide to help you Make instructional decisions based on student performance of learning tasks Incorporate learning progressions as an integral part of planning performance tasks Close the knowing doing gap by focusing on considerations for successful implementation

**Designing Authentic Performance Tasks and Projects** Jay McTighe, Kristina J. Doubet, Eric M. Carbaugh, 2020-02-18 Aimed at the growing number of educators who are looking to move beyond covering the curriculum *Designing Authentic Performance Tasks and Projects* provides a comprehensive guide to ensuring students deeper learning in which they can transfer their knowledge skills and understandings to the world beyond the classroom Readers will learn how to Create authentic tasks and projects to address both academic standards and 21st century skills Apply task frames to design performance tasks that allow voice and choice for students Design and use criterion based evaluation tools and rubrics for assessment including those for students to use in self assessment and peer assessment Incorporate performance based instructional strategies needed to prepare students for authentic performance Differentiate tasks and projects for all students including those needing additional support or

challenge Effectively manage the logistics of a performance based classroom Use project management approaches to facilitate successful implementation of tasks and projects Develop performance based curriculum at the program school and district levels Authors Jay McTighe Kristina J Doubet and Eric M Carbaugh provide examples and resources across all grade levels and subject areas Teachers can use this practical guidance to transform their classrooms into vibrant centers of learning where students are motivated and engaged and see relevance in the work they are doing

**Academic Language in Diverse Classrooms: Mathematics, Grades 6–8** Margo Gottlieb, Gisela Ernst-Slavit, 2013-05-09 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

*Understanding by Design* Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of *Understanding by Design* Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of *Understanding by Design* apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of *Understanding by Design* offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike

**Explicit Direct**

**Instruction for English Learners** John R. Hollingsworth, Silvia E. Ybarra, 2012-12-20 Every teacher of English learners struggles with the very same issue How do you build language skills at the same time that you're teaching new content That balancing act is about to get a whole lot easier In this step by step guide John Hollingsworth and Silvia Ybarra combine the

best of educational theory brain research and data analysis to bring you explicit direct instruction EDI a proven method for creating and delivering lessons that help every student learn more and learn faster Teachers across all grades and subjects will learn how to Craft lessons that ELs can learn the first time they re taught Check for understanding throughout each lesson Embed vocabulary development across the curriculum Address listening speaking reading and writing in all lessons thus meeting the goal of the Common Core Featuring sample lessons classroom examples and boxed features this accessible handbook provides the tools you need to become an EDI expert and see real results from your English learners every day

Applying Standards-Based Constructivism Pat Flynn,Paul Vermette,Don Mesibov,2013-09-27 This book provides teachers with practical ways of constructing lessons that will engage students and help them develop personal responsibility for their own learning State learning standards and related core curricula require students to demonstrate what they know and understand Students cannot learn to demonstrate their understanding if they sit passively The authors call for constructivist practices which recognize the important role played by standards and student accountability and which also acknowledge the practical need for lecture in an appropriate context This book also shows the links between constructivism and differentiated instruction and other approaches to teaching and learning

### **Teaching Secondary and Middle School Mathematics**

Daniel J. Brahier,2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been

added to the text to reflect the latest in research materials and resources that support the teaching of mathematics. Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy. Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added. Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic. An updated Instructor's Manual features a test bank, sample classroom activities, PowerPoint slide content, chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com/9781032472867](http://www.routledge.com/9781032472867).

*Authentic Assessment in Action* Linda Darling-Hammond, Beverly F. Falk, Jacqueline Ancess, 2017-10-05. This book examines through case studies of elementary and secondary schools how five schools have developed authentic performance based assessments of students' learning and how this work has interacted with and influenced the teaching and learning experiences students encounter in school. This important and timely book reveals the changing dynamics of classroom life as it moves from more traditional pedagogy to one that asks students to master intellectual and practical skills that are eminently transferable to real life social settings and workplaces. The issue of assessment comes first but we see in the following case studies how it becomes powerfully enveloped in the processes of learning and teaching of informing students, teachers, parents and others of how the children are doing. The portraits explicitly and implicitly suggest a deep, fair and defensible way to answer the question 'How am I doing?' in a manner that helps this child and eventually every child. From the Foreword by Theodore R.Sizer. Informative and thought provoking. *American Journal of Education*.

**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

**Results from the Second Mathematics Assessment of the National Assessment of Educational Progress** Thomas P. Carpenter, National Council of Teachers of Mathematics, 1981

Cognitive-Motor Interference in Multi-Tasking Research Karen Zentgraf, Hermann Müller, Eliot Hazeltine, 2019-11-20

**Understanding the Math We Teach and How to Teach It, K-8** Small Marian, 2025-08-26 Dr Marian Small has written a landmark book for a wide range of educational settings and audiences from pre service math methods courses to ongoing professional learning for experienced teachers Understanding the Math We Teach and How to Teach It K 8 focuses on the big mathematical ideas in elementary and middle school grade levels and shows how to teach those concepts using a student centered problem solving approach Comprehensive and Readable Dr Small helps all teachers deepen their content knowledge by illustrating core mathematical themes with sample problems clear visuals and plain language Big Focus on Student Thinking The book s tools models and discussion questions are designed to understand student thinking and nudge it forward Particularly popular features include charts listing common student misconceptions and ways to address them a table of suggested manipulatives for each topic and a list of related children s book Implementing Standards That Make Sense By focusing on key mathematics principles Understanding the Math We Teach and How to Teach It K 8 helps to explain the whys of state standards and provides teachers with a deeper understanding of number sense operations algebraic thinking geometry and other critical topics Dr Small a former dean with more than 40 years in the field conceived the book as an essential guide for teachers throughout their career Many teachers who teach at the K 8 level have not had the luxury of specialist training in mathematics yet they are expected to teach an increasingly sophisticated curriculum to an increasingly diverse student population in a climate where there are heightened public expectations They deserve help

Assessing Student Performance Grant P. Wiggins, 1993-11-12 What is assessment and how does testing differ from it Why will a move to performance tests by itself not provide us with an adequate system of student assessment How might we better test our tests beyond the technical standards that now apply And why won t increased national testing offer us the accountability of schools we so sorely need In this book Grant P Wiggins clarifies the limits of testing in an assessment system Beginning with the premise that student assessment should improve performance not just audit it Wiggins analyzes

some time honored but morally and intellectually problematic practices in test design such as the use of secrecy distracters scoring on a curve and formats that allow for no explanation by students of their answers He explains how many test design standards serve technical experts and their needs rather than students and their interests And he discusses how useful and timely feedback is an absolute requirement of any authentic test By showing us that assessment is more than testing and intellectual performance is more than right answers Wiggins points the way toward new systems of assessment that more closely examine students habits of mind and provide teachers and policy makers with more useful and credible feedback

**Psychological Studies in the Teaching, Learning and Assessment of Mathematics** Yiming Cao,Zsolt Lavicza ,Shuhua An,Lianchun Dong,2024-05-31 There is no doubt that the onset of a new decade has brought high expectations of academic progress for scholars especially for researchers in mathematics education The International Group for the Psychology of Mathematics Education was born in 1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications

**Schooling by Design** Grant Wiggins,Jay McTighe,2007-07-15 Why despite years of trying have efforts to achieve lasting effective school reform fallen short What curricular and policy elements must be in place to move forward How should the roles of teachers and education leaders be defined to best support the point of school Grant Wiggins and Jay McTighe answer these and other questions in Schooling by Design Mission Action and Achievement Building on the premise of Understanding by Design their acclaimed framework for curriculum instruction and assessment the authors present a compelling argument for using the same approach to reach a grand goal the reform of schooling as a whole In their view reform rests on six pillars A relentless focus on the long term mission of school enabling learners to demonstrate understanding and mature habits of mind A curriculum and assessment framework that honors the mission and ensures that content coverage is no longer the accepted approach to instruction A set of principles of learning that support all decisions about pedagogy and planning Structures policies job descriptions practices and use of resources consistent with mission and learning principles An overall strategy that includes ongoing feedback and adjustment and A set of tactics linked to strategy including a planning process that uses backward design to accomplish the key work of reform Practical insightful and provocative Schooling by Design elaborates on each of these elements and presents educators with both the rationale and the methodology for closing the gap between what we say we want from school and what school actually delivers for turning vision into reality

*Teaching Mathematics in Grades 6 - 12* Randall E. Groth,2012-08-10 A journey into the vibrant and intriguing world of mathematics education Teaching Mathematics in Grades 6 12 explores how research in mathematics education can inform teaching practice in grades 6 12 The author shows secondary mathematics teachers the value of being a researcher in the classroom by constantly experimenting with methods for developing students mathematical thinking and



then connecting this research to practices that enhance students understanding of the material The chapters in Part I introduce secondary teachers to the field of mathematics education with cross cutting issues that apply to teaching and learning in all mathematics content areas The chapters in Part II are devoted to specific mathematics content strands and describe how students think about mathematical concepts The goal of the text is to have secondary math teachers gain a deeper understanding of the types of mathematical knowledge their students bring to grade 6 12 classrooms and how students thinking may develop in response to different teaching strategies *Algebra 1 : explorations and applications*

Miriam A. Leiva,1997 **Multitasking: Executive Functioning in Dual-Task and Task Switching Situations** Tilo Strobach, Mike Wendt, Markus Janczyk, 2018-03-27 Multitasking refers to performance of multiple tasks The most prominent types of multitasking are situations including either temporal overlap of the execution of multiple tasks i e dual tasking or executing multiple tasks in varying sequences i e task switching In the literature numerous attempts have aimed at theorizing about the specific characteristics of executive functions that control interference between simultaneously and or sequentially active component of task sets in these situations However these approaches have been rather vague regarding explanatory concepts e g task set inhibition preparation shielding capacity limitation widely lacking theories on detailed mechanisms and or empirical evidence for specific subcomponents The present research topic aims at providing a selection of contributions on the details of executive functioning in dual task and task switching situations The contributions specify these executive functions by focusing on 1 fractionating assumed mechanisms into constituent subcomponents 2 their variations by age or in clinical subpopulations and or 3 their plasticity as a response to practice and training

## Unveiling the Magic of Words: A Overview of "**Performance Task For Pythagorean Theorem**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Performance Task For Pythagorean Theorem**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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