

# Science Club Rocket Experiment

- The science club is having a contest between two teams to determine which team created a rocket that will reach the greatest height. Both teams launch will their rocket from the same location.

## Team 1:

The equation  $h = -24t^2 + 288t$  models the flight of the rocket for Team 1.

$h$  = height of the rocket in feet after  $t$  seconds.  
Velocity is 288 feet per second.

## Team 2:

The equation  $h = -18t^2 + 261t$  models the flight of the rocket for Team 2.

$h$  = height of the rocket in feet after  $t$  seconds.  
Velocity is 261 feet per second.

- Determine the time that each rocket will be in the air.
- Determine the maximum height for each rocket.
- Graph the trajectory of both rockets on the graph and label each with the equation and the team.

Equation	Factored Equation	Time in the Air	Maximum Height
Rocket 1			
Rocket 2			

Team 3 builds a rocket that reaches a greater height and stays in the air longer than the rockets for either Team 1 or Team 2. Create an equation that could model the flight for that rocket and then graph it on the graph and label it as Team 3. Explain how you created the equation.

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# Solving Equation Performance Task

**Tilo Strobach, Julia Karbach**



## **Solving Equation Performance Task:**

A Collection of Performance Tasks and Rubrics Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K 3 math topics      *Work Motivation in the Context of A Globalizing Economy* Miriam Erez, Uwe Kleinbeck, Henk Thierry, 2012-12-06 Work Motivation in the Context of a Globalizing Economy evolved from a work motivation conference held in Israel attended by a group of internationally renowned scholars These scholars were given the charge of creating a vision of motivation research for the 21st century Coming from different parts of the world the scholars represent a wide range of perspectives from the very micro focus on the individual level of motivation through the meso level of groups and organizations and up to the macro level of culture The authors provide an entry to the book by summarizing several mega trends manifest across all of the chapters and identifying several emerging trends that are left for future research      **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      Parallel Curriculum Units for Mathematics, Grades 6-12 Jann H. Leppien, Jeanne H. Purcell, 2011-04-07 Maximize your mathematics curriculum with this powerful guidebook that shows how to create a high quality curriculum and differentiate lessons to benefit all students

**Performance Assessment of Control Loops** Biao Huang, Sirish L. Shah, 1999-09-22 The series Advances in Industrial Control aims to report and encourage technology transfer in control engineering The rapid development of control technology has an impact on all areas of the control discipline New theory new controllers actuators sensors new industrial processes computer methods new applications new philosophies new challenges Much of this development work resides in industrial reports feasibility study papers and the reports of advanced collaborative projects The series offers an opportunity for researchers to present an extended exposition of such new work in all aspects of industrial control for wider and rapid dissemination Benchmarking is a technique first applied by Rank Xerox in the late 1970s for business processes As a subject in the commercial arena benchmarking thrives with for example a European Benchmarking Forum It has taken rather longer for benchmarking to make the transfer to the technical domain and even now the subject is making a slow headway A key research step in this direction was taken by Harris 1989 who used minimum variance control as a benchmark for controller loop assessment This contribution opened up the area and a significant specialist literature has now developed Significant support for the methodology was given by Honeywell who have controller assessment routines in their process control

applications software therefore it is timely to welcome a first monograph on controller performance assessment by Biao Huang and Sirish Shah to the Advances in Industrial Control series      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      Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12 John Almarode, Ann M. Miller, 2013-04-02 If your STEM lessons are falling on disinterested ears it's time to mix things up What you need are more engaging brain based science and math strategies to captivate your students attention activate their prior knowledge and invigorate their interest Blending current research on the student brain with practical methods for teaching science and math John Almarode and Ann M Miller identify six essential ingredients in a recipe for student success In their book you'll discover A customizable framework you can use right away Classroom ready content specific attention grabbers Overt and covert strategies to boost behavioral emotional and cognitive engagement Techniques for making relevant connections that maximize retention With this new approach to captivating STEM lessons you'll energize classroom time and keep your students on task and engaged every day      **Look, Listen, Learn, LEAD** Jeffery Smith, Kate Wolfe Maxlow, John Caggianno, Karen L. Sanzo, 2020-10-01 Look Listen Learn LEAD

A District Wide Systems Approach to Teaching and Learning in PreK 12 lays out the transformational journey of Hampton City Schools HCS an urban school division of 30 schools in southeastern Virginia Our school district faces numerous challenges such as 62% of students receiving free and reduced price lunch and 14% of students holding an IEP and in 2015 2016 Hampton City Schools state accreditation rate was approximately half the statewide rate and on a downward trend In only three years that was turned around and HCS exceeded the statewide accreditation rate a more than 100% improvement with 100% of our schools accredited without conditions We attribute this in large part to our dedicated educators and their implementation of district wide systems for curriculum instruction checking for student understanding climate and culture The goal of this book is to break down the process of what it takes to bring about large scale educational change that is sustainable We describe a process for developing a strong mission and vision to undergird the work around a variety of district wide systems This book provides insights into how to improve climate and culture create a guaranteed and viable written curriculum establish a process for evaluating its implementation and create a balanced assessment framework to measure student success Complete with example templates action plans and lessons learned this book is a true example of theory into practice to bring about sustained improvement for all learners

**SAGE Handbook of Research on Classroom Assessment** James H. McMillan, 2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

*Learning to Solve Problems* David H. Jonassen, 2010-09-13 This book provides a comprehensive up to date look at problem solving research and practice over the last fifteen years The first chapter describes differences in types of problems individual differences among problem solvers as well as the domain and context within which a problem is being solved Part one describes six kinds of problems and the methods required to solve them Part two goes beyond traditional discussions of case design and introduces six different purposes or functions of cases the building blocks of problem solving learning environments It also describes methods for constructing cases to support problem solving Part three introduces a number of cognitive skills required for studying cases and solving problems Finally Part four describes several methods for assessing problem solving Key features includes Teaching Focus The book is not merely a review of research It also provides

specific research based advice on how to design problem solving learning environments Illustrative Cases A rich array of cases illustrates how to build problem solving learning environments Part two introduces six different functions of cases and also describes the parameters of a case Chapter Integration Key theories and concepts are addressed across chapters and links to other chapters are made explicit The idea is to show how different kinds of problems cases skills and assessments are integrated Author expertise A prolific researcher and writer the author has been researching and publishing books and articles on learning to solve problems for the past fifteen years This book is appropriate for advanced courses in instructional design and technology science education applied cognitive psychology thinking and reasoning and educational psychology Instructional designers especially those involved in designing problem based learning as well as curriculum designers who seek new ways of structuring curriculum will find it an invaluable reference tool *NCRP Report National Council on Radiation Protection and Measurements,1966* *Bringing Project-Based Learning to Life in Mathematics, K-12* Maggie Lee McHugh,2023-05-04 Go beyond problem solving and performance tasks Bring project based learning to life Do you want your students to be more engaged in their mathematics lessons while also amplifying cultural relevancy and equity If so proceed to the next level of instruction with project based learning PBL This book provides the whole PBL game plan designed by an experienced award winning teacher and researcher Whether you want to start with small steps or you are ready for full implementation in your classroom project based learning experiences can lead to forever memories and deeper learning for your students Answering the why what and how of embarking on the journey toward PBL readers will find Need to Know questions to open each chapter Student and educator vignettes to identify stumbling blocks and successes PBL Plus Tips that identify those small steps teachers can make to gradually shift toward PBL Your Turn prompts to actively connect ideas to your practice This approachable guide includes everything you need to move from tasks to memorable project based experiences that leverage student voice and choice and build a welcoming classroom culture **Handbook of Research on Educational Communications and Technology** J. Michael Spector,M. David Merrill,Jan Elen,M. J. Bishop,2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community *Classroom Assessment Essentials* Susan M. Brookhart,2023-11-01 The only assessment book K 12 teachers need to monitor and maximize student learning Classroom

assessment is a vital part of teaching. It helps make student learning or a lack thereof visible so that teachers can adjust teaching practices and better support learners. But designing and implementing reliable assessments is a complex process. In this comprehensive book by assessment expert Susan M Brookhart you will learn the foundational concepts and practical skills necessary to be successful with classroom assessment. Organized into 21 essentials, the book addresses everything from using pre assessment before starting new lessons to communicating with parents about their child's academic growth. Along the way you will discover how to Create clear learning targets and success criteria based on standards. Provide meaningful feedback to students about progress toward goals. Involve students in the regulation of their own learning. Use homework to check for understanding. Decide on instructional follow up based on formative assessment data. Make accommodations for students with IEPs and support equity and fairness. Design performance tasks for individuals and groups. Craft rubrics and design classroom tests. With strategies that support high quality assessment tips and troubleshooting advice and examples across subject areas and grade levels Classroom Assessment Essentials will help you make effective assessment a cornerstone of your classroom.

*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 **NASA Technical Paper** United States. National Aeronautics and Space Administration,1992 **Common Core Mathematics Standards and Implementing Digital Technologies** Polly, Drew,2013-05-31 Standards in the American education system are traditionally handled on a state by state basis which can differ significantly from one region of the country to the next Recently initiatives proposed at the federal level have attempted to bridge this gap Common Core Mathematics Standards and Implementing Digital Technologies provides a critical discussion of educational standards in mathematics and how communication technologies can support the implementation of common practices across state lines Leaders in the fields of mathematics education and educational technology will find an examination of the Common Core State Standards in Mathematics through concrete examples current research and best practices for teaching all students regardless of grade level or regional location This book is part of the Advances in Educational Technologies and Instructional Design series collection **Using Understanding by Design in the Culturally and Linguistically Diverse Classroom** Amy J. Heineke,Jay McTighe,2018-07-11 How can today s teachers whose classrooms are more culturally and linguistically diverse than ever before ensure that their students achieve at high levels How can they design units and lessons that support English learners in language development and content learning simultaneously Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design framework UbD framework for curriculum design which emphasizes teaching for understanding not rote memorization Readers will learn the components of the UbD framework the fundamentals of language and language development how to use diversity as a valuable resource for instruction by gathering information about students background knowledge from home community and school how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills and how to assess in ways that enable language learners to reveal their academic knowledge Student profiles real life classroom scenarios and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms Combining these practical examples with findings from an extensive research base the authors deliver a useful and authoritative guide for reaching the overarching goal ensuring that all students have equitable access to high quality curriculum and instruction [Handbook of Research on Mathematics Teaching and Learning](#) Douglas Grouws,2006-11-01 Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education the Handbook is specifically designed to make important vital scholarship accessible to mathematics education professors graduate students educational researchers staff development directors curriculum supervisors and teachers The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well established conceptual historical theoretical and methodological perspectives It is an indispensable working tool for everyone interested in pursuing



research in mathematics education as the references for each of the Handbook's twenty nine chapters are complete resources for both current and past work in that particular area

**Cognitive Training** Tilo Strobach, Julia

Karbach, 2020-10-20 The second edition of this book brings together a cutting edge international team of contributors to critically review the current knowledge regarding the effectiveness of training interventions designed to improve cognitive functions in different target populations. Since the publication of the first volume the field of cognitive research has rapidly evolved. There is substantial evidence that cognitive and physical training can improve cognitive performance but these benefits seem to vary as a function of the type and the intensity of interventions and the way training induced gains are measured and analyzed. This book will address the new topics in psychological research and aims to resolve some of the currently debated issues. This book offers a comprehensive overview of empirical findings and methodological approaches of cognitive training research in different cognitive domains: memory, executive functions, etc. types of training: working memory training, video game training, physical training, etc. age groups: from children to young and older adults. target populations: children with developmental disorders, aging workers, MCI patients, etc. settings: laboratory based studies, applied studies in clinical and educational settings and methodological approaches: behavioral studies, neuroscientific studies. Chapters feature theoretical models that describe the mechanisms underlying training induced cognitive and neural changes. **Cognitive Training: An Overview of Features and Applications, Second Edition** will be of interest to researchers, practitioners, students and professors in the fields of psychology and neuroscience.

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