

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 2 Performance Task Answers

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Algebra 2 Performance Task Answers:

Algebra 2 Chapter 6 Resource Masters McGraw-Hill Staff,2002-05 **Getting Ready for College, Careers, and the Common Core** David T. Conley,2013-10-07 Create programs that prepare students for college careers and the new and challenging assessments of the Common Core State Standards Written for all educators but with an emphasis on those at the secondary level this important resource shows how to develop programs that truly prepare students for both the Common Core assessments and for college and career readiness Based on multiple research studies conducted by Conley as well as experience he has gained from working with dozens of high schools that succeed with a wide range of students the book provides specific strategies for teaching the CCSS in ways that improve readiness for college and careers for the full range of students Draws from research based models for creating programs for high school students that will ensure readiness for tests and for college and beyond Includes strategies and practices for teachers to help students develop postsecondary preparedness Is the third in a series of books on readiness written by David Conley including *College Knowledge* and *College and Career Ready Teachers* can use this valuable resource to understand the big picture behind the Common Core State Standards how to teach to them in ways that prepare students for new challenging assessments being implemented over the next few years and more importantly how to help all students be ready for learning beyond high school **Algebra 2 Chapter 13 Resource Masters** McGraw-Hill Staff,2002-05 **Algebra 2 Chapter 1 Resource Masters** McGraw-Hill Staff,2002-05 **Algebra 2 Chapter 3 Resource Masters** McGraw-Hill Staff,2002-05 *Artificial General Intelligence* Kristinn R. Thórisson,Peter Isaev,Arash Sheikhlari,2024-07-16 This book constitutes the refereed proceedings of the 17th International Conference on Artificial General Intelligence AGI 2024 held in Seattle Washington USA in August 2024 The 25 papers presented in this book were carefully reviewed and selected from 55 submissions The papers focus on the main theme of AGI 2024 Understanding Artificial General Intelligence with discussions on various central concepts of general intelligence including thought understanding meaning creativity insight reasoning autonomy attention and control **Bringing the Common Core Math Standards to Life** Yvelyne Germain-McCarthy,Ivan Gill,2014-11-20 Provides a clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Offers real examples and detailed analyses of how exemplary teachers are using engaging strategies across the curriculum Includes practical ready to use tools you can take back to your classroom **Scott Foresman-Addison Wesley Middle School Math** ,2002 **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 Are both teachers and students clear about what must be learned why students are learning it and how they can be successful Are students able to determine their next steps in learning through

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Resources in Education, 1998 **Striving for Excellence**, 2000 **Embracing Reason** Daniel Chazan, Sandra Callis, Michael Lehman, 2009-12-16 This book tells a single story in many voices about a serious and sustained set of changes in mathematics teaching practice in a high school and how those efforts influenced and were influenced by a local university It challenges us to rethink boundaries between theory and practice and the relative roles of teachers and university faculty in educational endeavors *Journal for Research in Mathematics Education*, 2013 **National and State Perspectives on Performance Assessment and Students with Disabilities** Martha L. Thurlow, 1994 This booklet examines national and state educational reform in the 1990s noting the ways in which performance assessment is being presented as a mechanism of reform Three reform initiatives are examined national education goals standards and reform legislation In conjunction with these reform movements new methods of assessment are being called for Large amounts of money and excitement have surrounded national and state reform activities that either directly or indirectly are connected to the idea of performance based assessments Major national data collection efforts have changed to adopt the performance assessment approach including the National Assessment of Educational Progress and the National Adult Literacy Survey Participation of students with disabilities in national assessments is problematic constrained by the lack of accommodations The use of performance assessment is also increasing in statewide assessment programs requiring that accommodations and adaptations for students with disabilities be considered There is some evidence that the use of performance assessments may not benefit students with disabilities and to date their use has not increased the participation of students with disabilities but they hold the possibility of more equitable student measurement Contains 43 references JDD

Algebra 1 : explorations and applications Miriam A. Leiva, 1997 *Impact Mathematics*, 2001-06 Complete coverage of algebra 1 by the end of grade 8 Catalog cover **Holt Algebra 1 2003** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2003 **Golden State Examination**, 1992 **Algebra**, 2002 **Planning Curriculum in Mathematics** Jodean E. Grunow, 2001 This document is designed to facilitate the state of Wisconsin's Planning Curriculum in Mathematics Planning Curriculum in Mathematics complements Wisconsin's Model Academic Standards for Mathematics and puts into action the standards in the latter document It is hoped that these materials will serve as springboards for contemplation by curriculum planners developers implementers and evaluators as they build district programs This document offers a focus on teaching and learning inclusion of research discussion of issues and practical assistance This book contains 1 an extensive compendium of resources 2

reflects the underlying belief that mathematics must be taught and learned with understanding and 3 is a policy piece
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