

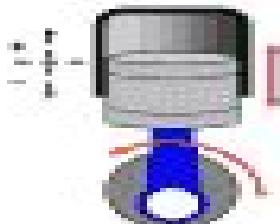
Applications of Sinusoidal Functions (ex. 1 at 4)

1)

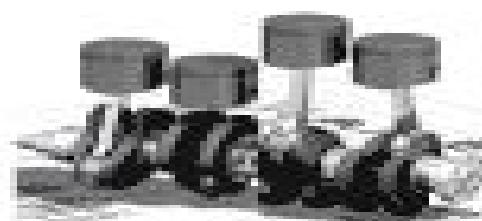
To power a combustion engine, fuel creates a tiny explosion that pushes a piston down its cylinder. The crank shaft is turned, which pushes the piston back up, and this cycle starts over again, repeating many times every second. Suppose the up-and-down motion of a piston in a running engine can be modeled by this function:

$$d(t) = 3.8 \sin(50\pi t),$$

where t is time in seconds, and $d(t)$ gives the displacement (in cm) of the piston above or below its level at rest.



A piston in the cylinder



4 pistons on a crank shaft

- A) What is the amplitude of this sinusoidal function? Interpret this in the context of the problem.
 - B) What is the period of this sinusoidal function? Interpret this in the context of the problem.
 - C) If the piston completes an up-and-down cycle at this rate (or, over this period), how many revolutions would the crank shaft turn per minute (rpm)?
 - D) Determine a good graphing window to view several cycles of this function.
 - E) Many engines run on four cylinders. This means that 4 pistons are attached to the crank shaft, and must be engineered where they rise and fall at even time intervals so that the engine runs "smooth." (See the figure above, and graph below.) Find three other sinusoidal functions that could be used to model the displacement of the other pistons in this engine (if the first piston uses the original function).
- $y_1 = 3.8 \sin(50\pi t)$
- $y_2 =$ _____
- $y_3 =$ _____
- $y_4 =$ _____



Precalculus Hs Mathematics Unit 02 Lesson 02

Rachel S Tattersall

Precalculus Hs Mathematics Unit 02 Lesson 02:

Mathematics Unit Planning in a PLC at Work®, High School Sarah Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mozingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9–12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC. The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions. Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action. Understand how to collaboratively plan units for high school mathematics. Study the seven unit planning elements and learn how to incorporate each in unit designs. Review the role of the PLC at Work process in enhancing student learning and teacher collaboration. Observe model units for Algebra 1 geometry and Algebra 2. Receive tools and templates for effective unit planning. Contents: Introduction by Timothy D. Kanold; Part 1: Mathematics Unit Planning and Design Elements; Chapter 1: Planning for Student Learning of Mathematics in High School; Chapter 2: Unit Planning as a Collaborative Mathematics Team; Part 2: Transformations on the Coordinate Plane; Unit Examples for Algebra 1 Geometry and Algebra 2; Chapter 3: Algebra 1 Unit Graphs of Quadratic Functions; Chapter 4: Geometry Unit Transformations and Congruence; Chapter 5: Algebra 2 Unit Graphs of Trigonometric Functions; Epilogue; Mathematics Team Operations; Appendix A: Create a Proficiency Map; Appendix B: Checklist and Questions for Mathematics Unit Planning.

Acquisition of Complex Arithmetic Skills and Higher-Order Mathematics Concepts David C. Geary, Daniel B. Berch, Robert Ochsendorf, Kathleen Mann Koepke, 2017-08-01 Acquisition of Complex Arithmetic Skills and Higher Order Mathematics Concepts focuses on typical and atypical learning of complex arithmetic skills and higher order math concepts. As part of the series Mathematical Cognition and Learning this volume covers recent advances in the understanding of children's developing competencies with whole number arithmetic, fractions and rational numbers. Each chapter covers these topics from multiple perspectives including genetic disorders, cognition, instruction and neural networks. Covers innovative measures and recent methodological advances in mathematical thinking and learning. Contains contributions that improve instruction and education in these domains. Informs policy aimed at increasing the level of mathematical proficiency in the general public.

Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K–12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet. The Directory includes over 6,000 courses offered by 154 institutions or distance learning consortium members. Following an introduction that describes existing practices and delivery methods the Directory offers three indexes: Subject Index, Index of Courses Offered by Level, Course Level Index, Geographic Index. All information was supplied by the institutions. Entries include current contact information, a description of the institution and the courses offered, grade level and admission information, tuition and fee.

information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation **Teaching and Learning High School Mathematics** Charlene E. Beckmann,Denisse R.

Thompson,Rheta N. Rubenstein,2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans *Common Core Mathematics in a PLC at Work TM, High School* Timothy D. Kanold,2012-05-09 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics for high school Discover what students should learn and how they should learn it Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency

Resources in Education, 1998 **Striving for Excellence**, 1991 Precalculus COMAP, 2001-07-15 COMAP's new text for the precalculus course focuses on modeling and contemporary applications *Artificial Intelligence in Education Technologies: New Development and Innovative Practices* Tim Schlippe, Eric C. K. Cheng, Tianchong Wang, 2024-12-31 This book is a collection of selected research papers presented at the 2024 5th International Conference on Artificial Intelligence in Education Technology AIET 2024 held in Barcelona Spain on July 29-31 2024 AIET establishes a platform for AI in education researchers to present research exchange innovative ideas propose new models as well as demonstrate advanced methodologies and novel systems It is a timely and up-to-date publication responsive to the rapid development of AI technologies practices and their increasingly complex interplay with the education domain It promotes the cross fertilisation of knowledge and ideas from researchers in various fields to construct the interdisciplinary research area of AI in Education These subject areas include computer science cognitive science education learning sciences educational technology psychology philosophy sociology anthropology and linguistics The feature of this book will contribute from diverse perspectives to form a dynamic picture of AI in Education It also includes various domain specific areas for which AI and other education technology systems have been designed or used in an attempt to address challenges and transform educational practice Education stands as a cornerstone for societal progress and ensuring universal access to quality education is integral to achieving Goal 4 of the United Nations Sustainable Development Goals SDGs The goal is to ensure inclusive and equitable quality education for all by 2030 This involves not only expanding access to education but also improving the quality of education to promote lifelong learning opportunities AI has the potential to significantly contribute to the achievement of Goal 4 It is committed to exploring how AI may play a role in bringing more innovative practices transforming education and triggering an exponential leap towards the achievement of the Education 2030 Agenda Providing broad coverage of recent technology driven advances and addressing a number of learning centric themes the book is an informative and useful resource for researchers practitioners education leaders and policy makers who are involved or interested in AI and education ENC Focus, 2001 Teaching in the Standards-based Classroom, 2001 Virtually every national standards document every state framework and every local set of standards calls for fundamental changes in what and how teachers teach The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice to help you teach in your standards based classroom **Subject Guide to Children's Books in Print** 1997 Bowker Editorial Staff, R.R. Bowker Publishing, 1996-09 A Five-Year Study of the First Edition of the Core-Plus Mathematics Curriculum Harold Schoen, Steven W. Ziebarth, Christian R. Hirsch, Allison BrckaLorenz, 2010-07-01 The study reported in this volume adds to the growing body of evaluation studies that focus on the use of NSF funded Standards based high school mathematics curricula Most previous evaluations have studied the impact of field test versions of a curriculum

Since these innovative curricula were so new at the time of many of these studies students and teachers were relative novices in their use These earlier studies were mainly one year or less in duration Students in the comparison groups were typically from schools in which some classes used a Standards based curriculum and other classes used a conventional curriculum rather than using the Standards based curriculum with all students as curriculum developers intended The volume reports one of the first studies of the efficacy of Standards based mathematics curricula with all of the following characteristics The study focused on fairly stable implementations of a first edition Standards based high school mathematics curriculum that was used by all students in each of three schools It involved students who experienced up to seven years of Standards based mathematics curricula and instruction in middle school and high school It monitored students mathematical achievement beliefs and attitudes for four years of high school and one year after graduation Prior to the study many of the teachers had one or more years of experience teaching the Standards based curriculum and or professional development focusing on how to implement the curriculum well In the study variations in levels of implementation of the curriculum are described and related to student outcomes and teacher behavior variables Item data and all unpublished testing instruments from this study are available at www.wmich.edu/cmpf for use as a baseline of instruments and data for future curriculum evaluators or Core Plus Mathematics users who may wish to compare results of new groups of students to those in the present study on common tests or surveys Taken together this volume the supplement at the CPMP Web site and the first edition Core Plus Mathematics curriculum materials samples of which are also available at the Web site serve as a fairly complete description of the nature and impact of an exemplar of first edition NSF funded Standards based high school mathematics curricula as it existed and was implemented with all students in three schools around the turn of the 21st century *Technology Integration and Transformation in STEM Classrooms* Martin, Christie, Miller, Bridget T., Polly, Drew, 2022-10-28 Teacher and student access to technology in both schools and at home continues to rise Due to this increase there is a need to examine how technology is supporting teaching and learning in STEM classrooms from early childhood through college level mathematics To ensure it is utilized appropriately further study on the use of technology in classrooms where students are learning science technology engineering and mathematics content is required Technology Integration and Transformation in STEM Classrooms offers meaningful and comprehensive examples of implementing technology to support STEM teaching and learning and provides a deeper understanding of how to ensure technology is used to enhance the learning environment The book also details how educators can select effective learning tools for their classrooms Covering key topics such as student engagement active learning teacher leaders and e learning this reference work is ideal for administrators policymakers educational leaders researchers academicians scholars practitioners instructors and students **Current Index to Journals in Education**, 1997 **100 Top Picks for Homeschool Curriculum** Cathy Duffy, 2005 A critical volume for the homeschooling community that helps parents make informed choices regarding

learning styles and curriculum *Resources in Education* ,1997 **El-Hi Textbooks and Serials in Print** ,1985
Christian Home Educators' Curriculum Manual Cathy Duffy,1997-11 Video Source Book ,2006 A guide to
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