

# **M102 Performance Task: The Cost of Driving Fast**

Examples of Student Work Fall 2023: Student 1

# M102 Performance Task: The Cost of Driving Fast

**102.a.i. engage with the full modeling cycle (problem, formulate, compute, interpret, validate, revise as necessary, report).**

**Engaging in the Modeling Cycle: i. Engage with the full modeling cycle—determine the problem, choose a strategy, find values, explain what the values mean, check that the values make sense, revise as necessary, share findings.**

## Launch

Imagine you or someone you know gets a speeding ticket for driving faster than the posted speed limit. The speeding ticket requires a payment of \$200. Was it worth driving faster than the posted speed limit, knowing that you have to pay \$200?

**Question 1:** What are some reasons why people might drive faster than the posted speed limit?

For an emergency or just trying to get somewhere faster, or they just don't care about the speed limit, and might not be paying attention

**Question 2:** Let's think about different distances. What is a place that might be less than one mile from your current location? What is a place that might be about 20 miles from your current location? What is a place that is definitely more than 100 miles from your current location?

1 mile - The Church, library, crossroads, and dairy Queen

20 miles - Walmart, Starbucks, McDonalds, and Meijers

100 miles - Indiana, Mammoth Cave, Virginia, and Mississippi River

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# Problem

You have been asked to create one portion of a safe-driving campaign. The primary focus of your portion of the campaign is to help drivers understand whether the potential financial cost of a speeding ticket is worth the amount of time saved by getting to a destination faster.

**Checklist 1: In the Formulate and Represent Mathematically section, you will examine the relationship between how fast a person is driving and how long it will take them to travel different distances. You will create one or more data displays that illuminate the relationships. The Formulate and Represent Mathematically Checklist can be used to ensure you have the necessary components before moving on to the remaining parts of the task.**

**Checklist 2: In the Manipulate Model, Interpret, Reflect, and Report sections, you will relate driving speed, distance, and time to inform your campaign data; you will research costs associated with speeding tickets; you will consider other information pertinent to your campaign; and you will present your findings and your final campaign. The Manipulate Model, Interpret, Reflect, and Report Checklist can be used to ensure you have the necessary components before finalizing your work on this task.**

# Formulate and Represent Mathematically

**Question 3:** How long would it take a driver traveling at 40 miles per hour (mph) to travel 10 miles? What about 100 miles?

$$10m \left[ t = \frac{10}{40} = \frac{1}{4} = 15 \text{ minutes} \right]$$

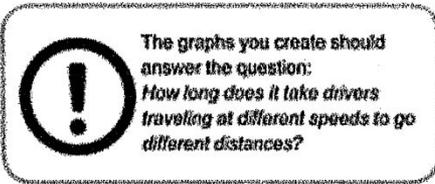
$$100m \left[ t = \frac{100}{40} = \frac{5}{2} = 2 \text{ hour and } 30 \text{ minutes} \right]$$

**Question 4:** How long would it take a driver traveling at 60 mph to travel 10 miles? What about 100 miles?

$$10m \left[ t = \frac{10}{60} = \frac{1}{6} = 10 \text{ minutes} \right]$$

$$100m \left[ \frac{100}{60} = \frac{5}{3} = 1 \text{ hour } 40 \text{ minutes} \right]$$

**Action 1:** The questions presented above provide some insight into how driving at different speeds affects the amount of time it takes to get to a destination. Create a set of graphs to show the relationship between distance traveled and time for at least three different driving speeds. Note: You are welcome to use additional paper or digital forms to document your work. Be sure to include all of your work in your final submission.



**Action 2:** For each graph, write the equation for that graph. Clearly define any variables used or quantities represented.

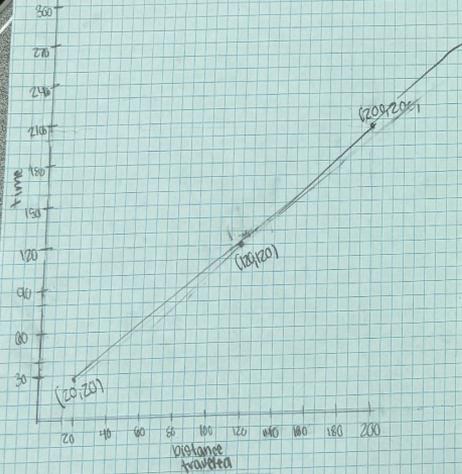
All Graphs!

$s = \text{speed}$   
 $d = \text{distance}$   
 $t = \text{time}$

$s = \frac{d}{t}$

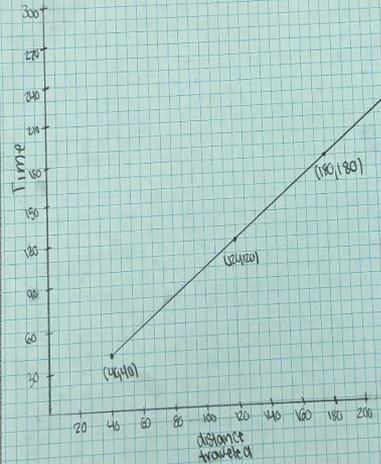
$60 \text{ mph} - 120 = \frac{120}{2}$   
 $50 \text{ mph} - 50 = \frac{50}{1}$   
 $40 \text{ mph} - 40 = \frac{40}{1}$

# Action 1 Graph



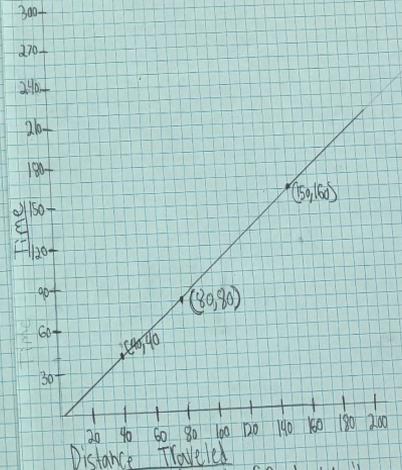
Equation  $m = \frac{d}{t}$       Speed Limit  
60 miles per hour  
 $m$  = miles  
 $d$  = distance  
 $t$  = time

# Action 1 Graph



Equation  $m = \frac{d}{t}$       Speed Limit  
60 miles per hour  
 $m$  = miles  
 $d$  = distance  
 $t$  = time

# Action 1 Graph



Equation  $m = \frac{d}{t}$       Speed Limit  
40 miles per hour  
 $m$  = miles  
 $d$  = distance  
 $t$  = time

# Manipulate Model

**Action 3:** Use the information from the previous section. Complete the tables below to highlight specific quantities of interest that you might use to build your final campaign.

Driving speed (in mph)	Distance (in miles)	Time (in hours)	Time (in minutes)
40	20	half an hour	30 minutes
50	20	$\frac{2}{5}$ of an hour	24 min
60	20	$\frac{1}{3}$ of an hour	20 min
100	20	$\frac{1}{5}$ of an hour	12 min

Driving speed (in mph)	Distance (in miles)	Time (in hours)	Time (in minutes)
40	100	2 hour 30 min	150 min
50	100	2 hours	120 min
60	100	1 hour 40 min	100 min
100	100	1 hour	60 min

# Interpret

**Action 4:** Research the cost of speeding tickets locally. Decide how to integrate this information with your findings so far to make a compelling argument that the amount of time people typically save by speeding is not worth the financial burden of possibly getting a speeding ticket.

23 miles over - \$40  
24 miles over - \$52  
25 miles over - \$55  
26+ miles over - \$60-100

Court Fee	Att. Fee
143	\$143
143	143
143	143
143	143

**Question 5:** As you get ready to synthesize your information, here are a couple of other pieces of information that might help you:

- On average, people drive about 20 miles one way to work.
- Most people who drive faster than the posted speed limit only exceed that posted speed limit by 1-20 miles per hour.

- ① Why is this information important to know as you develop your communication? Are there any additional data displays or other speeds that would be valuable to examine and communicate? What other factors contribute to the speed at which a person travels? What other costs or risks are associated with speeding? Can you find and use any other data to support your argument that speeding does not pay? ⑤

1- This information is important because to get a speeding ticket you need to exceed it by at least 23 mph to get one. Also because it can help people understand its not worth paying for one

2- Some other speeds can be 70-85 mph because that's what people mostly go to.

3- Some factors that might contribute to the speed a person travels could be that they have an emergency, their late somewhere or they don't care about the speed limit.

4- Other costs that are associated with speeding are that people could get hurt or the person speeding could get jail time.

5- Its not worth getting a speeding ticket, going to jail or hurting yourself and/or others.

# Report

**Question 6:** Think of different ways you can share this information with others within the context of a public service announcement. Specifically, aim to be as creative as possible. Divergent thinking will help you here: What unique idea can you generate that nobody else in your class is likely to produce? These types of products will not only grab your audience's attention more quickly, they will be more memorable in the long run, which, with what you now know about the costs of speeding, could help save lives! Note: You are welcome to use additional paper or digital forms to document your work. Be sure to include all of your work in your final submission.



Don't let format limit you—you can think of **ANYTHING** from creating/parodying music lyrics, making an informational video or commercial, writing a children's book or creating a children's rhyme they can recite when playing hopscotch or jumping rope (we're talking **REALLY** divergent, here!), making a speech, creating an interpretive dance, painting an abstract representative picture, assembling a collage of original related photography, or anything unique and memorable you can use to communicate your message.

**Action 5:** In addition to your product, you need to create an accompanying one-pager with at least one data display (table, graph, etc.), one paragraph explaining the data and making the argument that speeding does not save that much time, and one paragraph explaining your product (this will be especially essential for products that do not use words or that convey their message implicitly/interpretively).

# Is speeding worth the cost?

MPH OVER Speed limit

Why pay a fee when you know speeding is bad? Just slow down and you won't have to pay a fee.

MPH over the speed limit	fee for going over the speed limit
20 mph over	\$ 40
21 mph over	\$ 43
22 mph over	\$ 46
23 mph over	\$ 49
24 mph over	\$ 52
25 mph over	\$ 55
26 mph over	\$ 60+

When you go 23 mph over the speed limit, your speeding ticket will cost \$49, 24 mph over is \$52, which means the cost of the speeding ticket is going up by \$3 from 23 mph over the speed limit. After going 26 mph over the speed limit, the cost of the ticket will rise and start to go up by \$5 instead of \$3.

**SPEEDING TICKETS**

Name: Lily Buchridge  
 Date: 1/10/22 Time: 8:36 am

Level of Speed  
 10 mph over  20 mph over  30 mph over

Driving in  
 School zone  Neighborhood  Other

Other Violations Cited  
 Lily was also very drunk, and had another passenger

Citing Cop officer: Clarke  
 (cell: 704-291-...)

**THE YEAR**

YEAR	# of crashes that year caused by speeding
2015	4,557 crashes
2016	4,411 crashes
2017	4,117 crashes
2018	3,632 crashes
2019	3,650 crashes
2020	4,158 crashes
2021	4,350 crashes
2022	4,412 crashes

This table shows how many speeding crashes there was from 2015-2022. It shows that in America alone there are many crashes, and out of those many fatalities. So, in conclusion, it is better to just slow down and NOT speed.

# **M102 Performance Task: The Cost of Driving Fast**

Examples of Student Work Fall 2023: Student 8

# M102 Performance Task: The Cost of Driving Fast

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Engaging in the Modeling Cycle: i. Engage with the full modeling cycle—determine the problem, choose a strategy, find values, explain what the values mean, check that the values make sense, revise as necessary, share findings.

## Launch

Imagine you or someone you know gets a speeding ticket for driving faster than the posted speed limit. The speeding ticket requires a payment of \$200. Was it worth driving faster than the posted speed limit, knowing that you have to pay \$200?

**Question 1:** What are some reasons why people might drive faster than the posted speed limit?

- Medical things like pregnancy.
- They don't think an officer is nearby.
- They didn't see the limit cause they were texting and driving.

**Question 2:** Let's think about different distances. What is a place that might

**Question 2:** Let's think about different distances. What is a place that might be less than one mile from your current location? What is a place that might be about 20 miles from your current location? What is a place that is definitely more than 100 miles from your current location?

1. Subway

2. Bullitlick middle school

3. Tennessee

# Problem

You have been asked to create one portion of a safe-driving campaign. The primary focus of your portion of the campaign is to help drivers understand whether the potential financial cost of a speeding ticket is worth the amount of time saved by getting to a destination faster.

**Checklist 1:** In the Formulate and Represent Mathematically section, you will examine the relationship between how fast a person is driving and how long it will take them to travel different distances. You will create one or more data displays that illuminate the relationships. The Formulate and Represent Mathematically Checklist can be used to ensure you have the necessary components before moving on to the remaining parts of the task.

**Checklist 2:** In the Manipulate Model, Interpret, Reflect, and Report sections, you will relate driving speed, distance, and time to inform your campaign data; you will research costs associated with speeding tickets; you will consider other information pertinent to your campaign; and you will present your findings and your final campaign. The Manipulate Model, Interpret, Reflect, and Report Checklist can be used to ensure you have the necessary components before finalizing your work on this task.

# Formulate and Represent Mathematically

**Question 3:** How long would it take a driver traveling at 40 miles per hour (mph) to travel 10 miles? What about 100 miles?

15 minutes (10)

2½ hours (100)

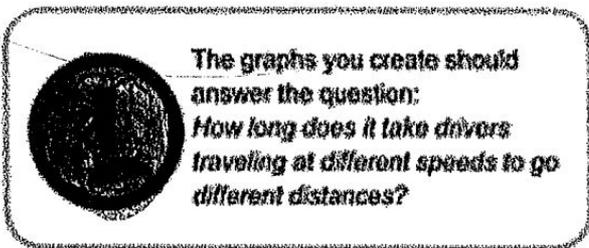
**Question 4:** How long would it take a driver traveling at 60 mph to travel 10 miles? What about 100 miles?

10 minutes (10 miles)

1⅔ hours (100)

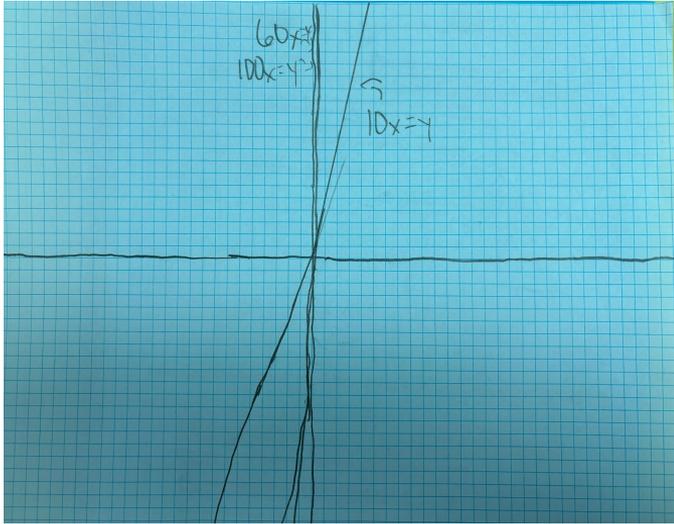
**Action 1:** The questions presented above provide some insight into how driving at different speeds affects the amount of time it takes to get to a destination. Create a set of graphs to show the relationship between distance traveled and time for at least three different driving speeds. Note: You are welcome to use additional paper or digital forms to document your work. Be sure to include all of your work in your final submission.

1. 60 mph
2. 100 mph
3. 10 mph

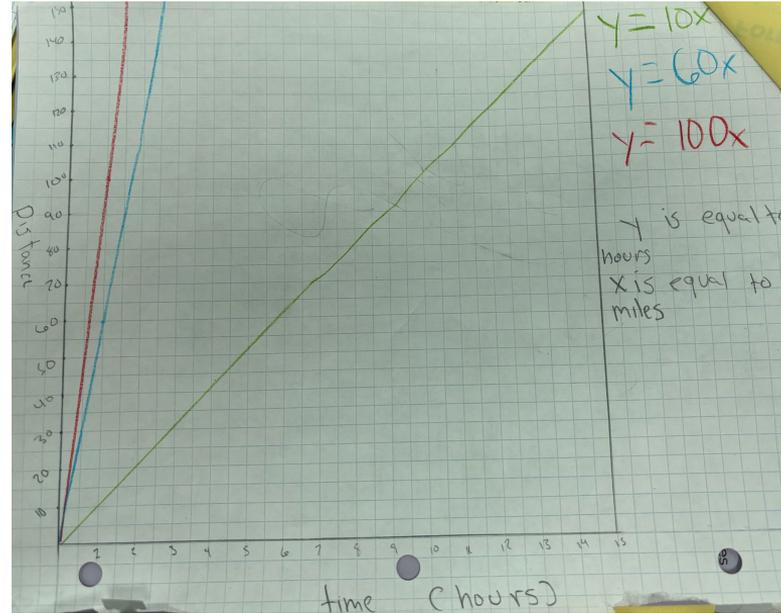


- 1 Yellow
- 2 Orange
- 3 Pink

**Action 2:** For each graph, write the equation for that graph. Clearly define any variables used or quantities represented.



First Attempt



Final Work

# Manipulate Model

**Action 3:** Use the information from the previous section. Complete the tables below to highlight specific quantities of interest that you might use to build your final campaign.

Driving speed (in mph)	Distance (in miles)	Time (in hours)	Time (in minutes)
40	20	$\frac{1}{2}$ hour	30 minutes
50	20	$\frac{2}{5}$ hour	25 minutes
60	20	$\frac{1}{3}$ hour	20 minutes
100	20	$\frac{1}{5}$ hour	12 minutes

Driving speed (in mph)	Distance (in miles)	Time (in hours)	Time (in minutes)
40	100	$2\frac{1}{2}$ hours	150 min
50	100	2 hours	120 min
60	100	$1\frac{2}{3}$ hours	100 min
100	100	1 hour	60 min

# Formulate and Represent Mathematically Checklist

## Formulate and Represent Mathematically Checklist

Requirement	Fulfilled?
I have created at least three graphs to accurately communicate the relationship between driving speed, distance traveled, and time. Graphs are on the same set of coordinate axes.	<input checked="" type="checkbox"/>
I have clearly defined any variables used relative to the context of the problem.	<input checked="" type="checkbox"/>
I have associated each graph with an accurate equation.	<input checked="" type="checkbox"/>
<b>Teacher Consultation:</b>	<input checked="" type="checkbox"/>

# Interpret

**Action 4:** Research the cost of speeding tickets locally. Decide how to integrate this information with your findings so far to make a compelling argument that the amount of time people typically save by speeding is not worth the financial burden of possibly getting a speeding ticket.

In Kentucky, if over 26 or more over limit,  
its \$60-100. 20 miles over limit \$20.

## Reflect

**Question 5:** As you get ready to synthesize your information, here are a couple of other pieces of information that might help you:

- On average, people drive about 20 miles one way to work.
- Most people who drive faster than the posted speed limit only exceed that posted speed limit by 1-20 miles per hour.

Why is this information important to know as you develop your communication? Are there any additional data displays or other speeds that would be valuable to examine and communicate? What other factors contribute to the speed at which a person travels? What other costs or risks are associated with speeding? Can you find and use any other data to support your argument that speeding does not pay?

This information is important to show what drivers actually do, so they can prevent it in the future. A addition of data could be the crash rate for how fast they exceed the speed limit. Where they are going/ how urgent it is. Can cause major injuries and even be fatal. We can probably more data to support this, there are tons of websites

# Report

**Question 6:** Think of different ways you can share this information with others within the context of a public service announcement. Specifically, aim to be as creative as possible. Divergent thinking will help you here: What unique idea can you generate that nobody else in your class is likely to produce? These types of products will not only grab your audience's attention more quickly, they will be more memorable in the long run, which, with what you now know about the costs of speeding, could help save lives! Note: You are welcome to use additional paper or digital forms to document your work. Be sure to include all of your work in your final submission.



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**Watch the Video!**

[https://drive.google.com/file/d/1DVmwCAu3fG1aYjZ47KzNxMw1qggulJ-a/view?usp=drive\\_link](https://drive.google.com/file/d/1DVmwCAu3fG1aYjZ47KzNxMw1qggulJ-a/view?usp=drive_link)

# **M102 Performance Task: The Cost of Driving Fast**

Examples of Student Work Fall 2023: Student 14

# M102 Performance Task: The Cost of Driving Fast

**102.a.i. engage with the full modeling cycle (problem, formulate, compute, interpret, validate, revise as necessary, report).**

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## Launch

Imagine you or someone you know gets a speeding ticket for driving faster than the posted speed limit. The speeding ticket requires a payment of \$200. Was it worth driving faster than the posted speed limit, knowing that you have to pay \$200?

**Question 1:** What are some reasons why people might drive faster than the posted speed limit?

1. They might be late to something important.
2. They might be rushing to the hospital for a medical emergency.
3. They might be competing in street races.

**Question 2:** Let's think about different distances. What is a place that might be less than one mile from your current location? What is a place that might be about 20 miles from your current location? What is a place that is definitely more than 100 miles from your current location?

A place that's less than a mile away is Dairy Queen. A place that's about 20 miles away is Churchill Downs. A place that's more than 100 miles away is the Cincinnati Zoo.

# Problem

You have been asked to create one portion of a safe-driving campaign. The primary focus of your portion of the campaign is to help drivers understand whether the potential financial cost of a speeding ticket is worth the amount of time saved by getting to a destination faster.

**Checklist 1:** In the Formulate and Represent Mathematically section, you will examine the relationship between how fast a person is driving and how long it will take them to travel different distances. You will create one or more data displays that illuminate the relationships. The Formulate and Represent Mathematically Checklist can be used to ensure you have the necessary components before moving on to the remaining parts of the task.

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## Formulate and Represent Mathematically

**Question 3:** How long would it take a driver traveling at 40 miles per hour (mph) to travel 10 miles? What about 100 miles?

It would take a driver 15 minutes to travel 10 miles at 40mph. It would take the driver about 2 and a half hours to travel 100 miles at 40mph.

**Question 4:** How long would it take a driver traveling at 60 mph to travel 10 miles? What about 100 miles?

1. It would take the driver 10 minutes to travel 10 miles.
2. It would take the driver 1 hour and 40 minutes to travel 100 miles.

**Action 1:** The questions presented above provide some insight into how driving at different speeds affects the amount of time it takes to get to a

**Action 1:** The questions presented above provide some insight into how driving at different speeds affects the amount of time it takes to get to a destination. Create a set of graphs to show the relationship between distance traveled and time for at least three different driving speeds. Note: You are welcome to use additional paper or digital forms to document your work. Be sure to include all of your work in your final submission.



The graphs you create should answer the question:  
*How long does it take drivers traveling at different speeds to go different distances?*

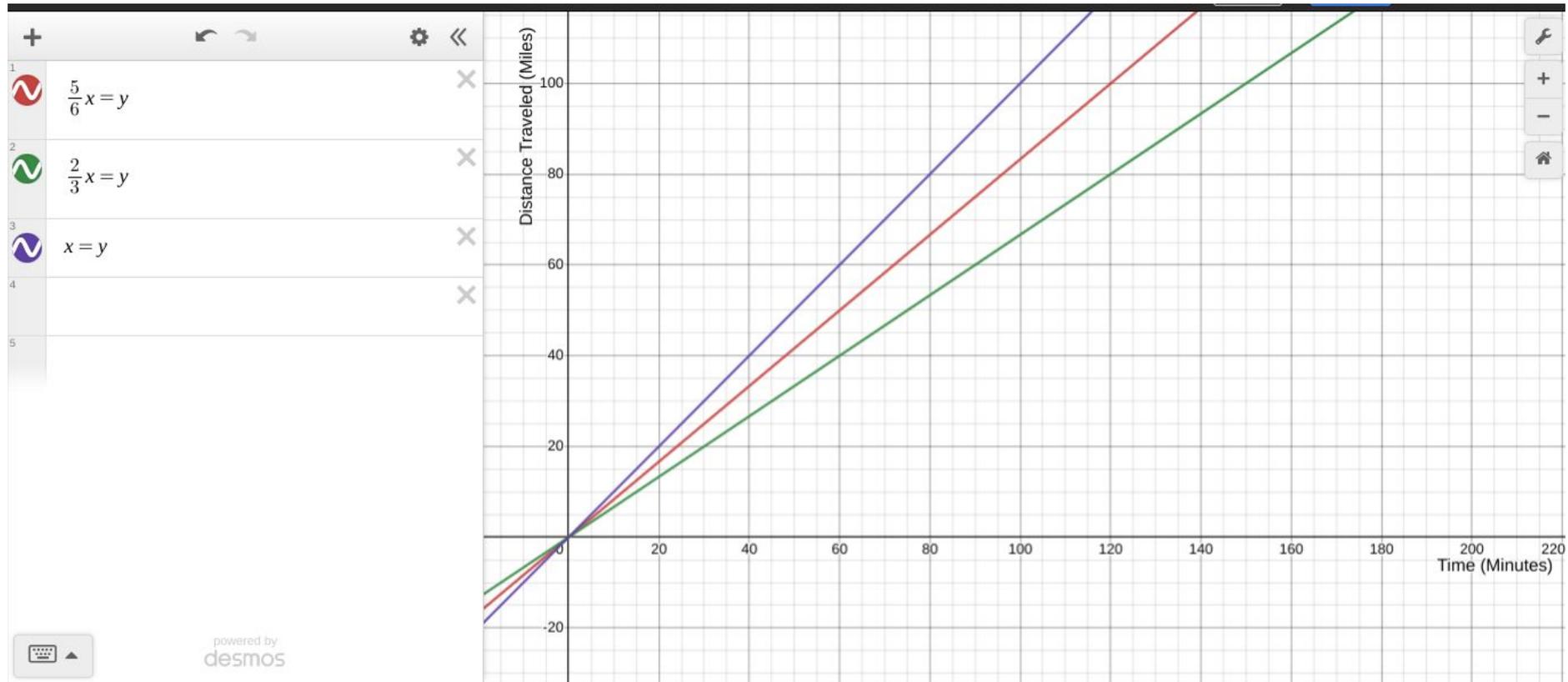
**Action 2:** For each graph, write the equation for that graph. Clearly define any variables used or quantities represented.

$$D = st$$
$$t = 10 \div (40 \text{ miles})$$
$$T = X \div y$$

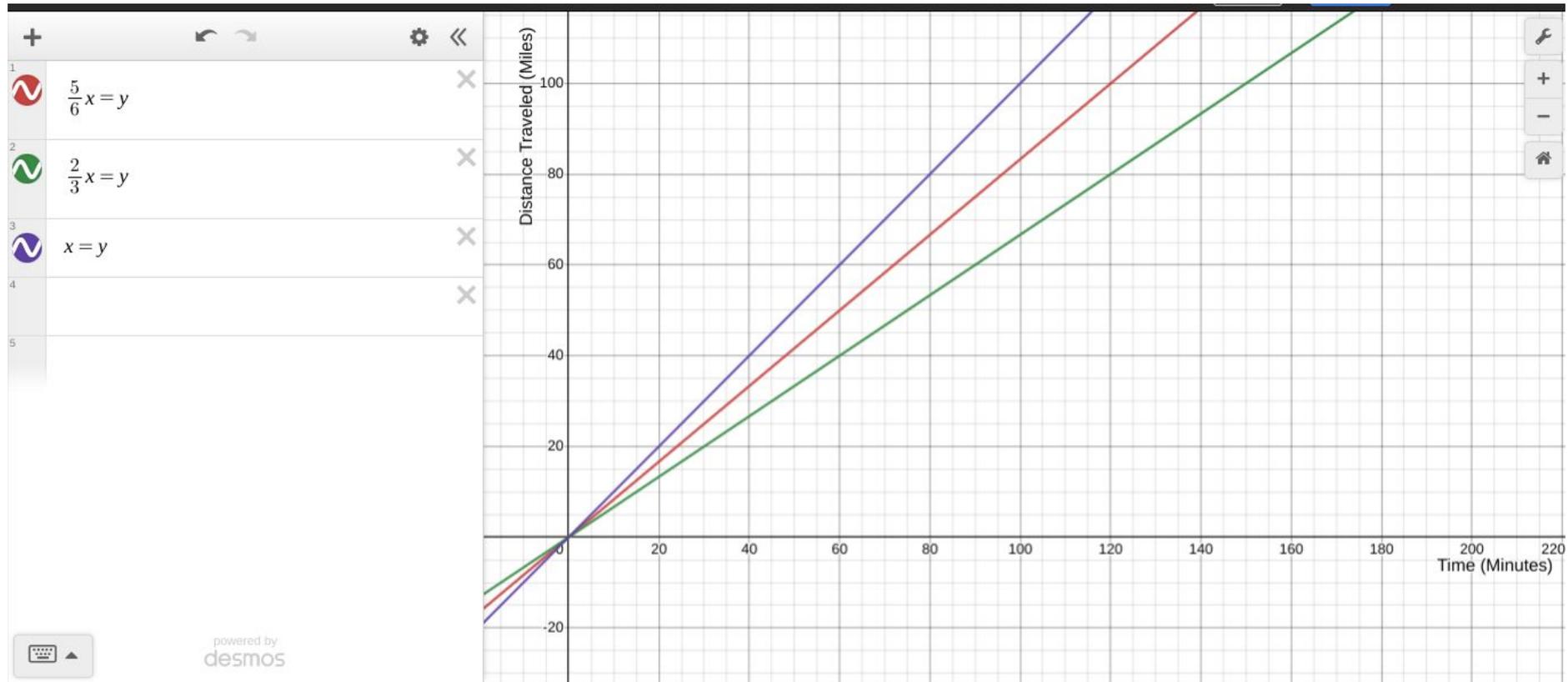
$X = \text{Distance}$       10 miles

$Y = \text{Time}$





First Attempt



Final work

# Manipulate Model

**Action 3:** Use the information from the previous section. Complete the tables below to highlight specific quantities of interest that you might use to build your final campaign.

Driving speed (in mph)	Distance (in miles)	Time (in hours)	Time (in minutes)
40	20	$\frac{1}{2}$	30
50	20	$\frac{2}{5}$	24
60	20	$\frac{1}{3}$	20
100	20	$\frac{1}{5}$	12

Driving speed (in mph)	Distance (in miles)	Time (in hours)	Time (in minutes)
40	100	$2\frac{1}{2}$	150
50	100	2	120
60	100	$1\frac{2}{3}$	100
100	100	1	60

# Interpret

**Action 4:** Research the cost of speeding tickets locally. Decide how to integrate this information with your findings so far to make a compelling argument that the amount of time people typically save by speeding is not worth the financial burden of possibly getting a speeding ticket.

Speeding is not worth the financial liability because it would cost around how much the average person makes in a day. In case of a medical emergency, you should call 911.

## Reflect

**Question 5:** As you get ready to synthesize your information, here are a couple of other pieces of information that might help you:

- On average, people drive about 20 miles one way to work.
- Most people who drive faster than the posted speed limit only exceed that posted speed limit by 1-20 miles per hour.

Why is this information important to know as you develop your communication? Are there any additional data displays or other speeds that would be valuable to examine and communicate? What other factors contribute to the speed at which a person travels? What other costs or risks are associated with speeding? Can you find and use any other data to support your argument that speeding does not pay?

1. This information is important to know because we now know that people do not exceed speed.
2. There aren't any additional data displays or speeds
3. What kind situation it is, hospital emergency, big event, etc
4. You're risking your's and other civilion's lives by speeding, you can also hit other vehicles or city property

# Report

**Question 6:** Think of different ways you can share this information with others within the context of a public service announcement. Specifically, aim to be as creative as possible. Divergent thinking will help you here: What unique idea can you generate that nobody else in your class is likely to produce? These types of products will not only grab your audience's attention more quickly, they will be more memorable in the long run, which, with what you now know about the costs of speeding, could help save lives!

Note: You are welcome to use additional paper or digital forms to document your work. Be sure to include all of your work in your final submission.



Don't let format limit you—you can think of **ANYTHING** from creating/parodying music lyrics, making an informational video or commercial, writing a children's book or creating a children's rhyme they can recite when playing hopscotch or jumping rope (we're talking **REALLY** divergent, here!), making a speech, creating an interpretive dance, painting an abstract representative picture, assembling a collage of original related photography, or anything unique and memorable you can use to communicate your message.

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**Watch the movie!**

[https://drive.google.com/file/d/15IRNIzrsnJE4DwJjBTsRQrW-CVl75bIN/view?usp=drive\\_link](https://drive.google.com/file/d/15IRNIzrsnJE4DwJjBTsRQrW-CVl75bIN/view?usp=drive_link)

	Fine	Court Costs	Points Assessed	Potential Immediate License Suspension	Potential Jail Time	Offense Level
Speeding 10 mph Over Limit	\$20 <del>KES</del> <del>189.394(1)</del>	\$143	0 if on a limited access highway, 3 if on any other road	No	No	Violation
Speeding 11 mph Over Limit	\$22 <del>KES</del> <del>189.394(1)</del>	\$143	3 on any road	No	No	Violation
Speeding 12 mph Over Limit	\$24 <del>KES</del> <del>189.394(1)</del>	\$143	3 on any road	No	No	Violation
Speeding 13 mph Over Limit	\$26 <del>KES</del> <del>189.394(1)</del>	\$143	3 on any road	No	No	Violation
Speeding 14 mph Over Limit	\$28 <del>KES</del> <del>189.394(1)</del>	\$143	3 on any road	No	No	Violation
Speeding 15 mph Over Limit	\$30 <del>KES</del> <del>189.394(1)</del>	\$143	3 on any road	No	No	Violation
Speeding 16 mph Over Limit	\$32 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 17 mph Over Limit	\$34 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 18 mph Over Limit	\$36 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 19 mph Over Limit	\$38 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 20 mph Over Limit	\$40 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 21 mph Over Limit	\$43 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 22 mph Over Limit	\$45 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 23 mph Over Limit	\$49 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 24 mph Over Limit	\$52 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 25 mph Over Limit	\$55 <del>KES</del> <del>189.394(1)</del>	\$143	6 on any road	No	No	Violation
Speeding 26+ mph Over Limit	\$60 – \$100 <del>KES</del> <del>189.394(2)</del>	\$143	Hearing, possible suspension	Yes	No	Violation

#### Argumentative Paragraph:

There are many reasons as to why speeding is bad. The most prominent is that speeding tickets are costly. Obviously the most costly thing is your or someone else's life. The speeding tickets can be a day's pay. That leaves less money for things that actually need to be there. The data presented shows how greatly speeding tickets can be. Another cost of speeding is the points. These points go on your license and too many of them will have your license suspended.

#### Explanational paragraph:

Our product shows why speeding is very bad. It shows that speeding is bad because it ended up making our character, Billy, lose his life. Our product also shows the prices of speeding tickets. Which is important to why you shouldn't speed because it shows how unaffordable the speeding tickets can be. Our video demonstrates the very reasons why you should not speed.