

2.4 Modeling with Quadratic Functions

Essential Question How can you use a quadratic function to model a real-life situation?

Example 1 Modeling with a Quadratic Function

Model with a function. The graph shows a projectile's height over time.

$$h(t) = -16t^2 + 48t + 64$$

Write equations for the projectile's velocity and acceleration, assuming it starts at the origin.

- Write an equation for the projectile's velocity, assuming it starts at the origin.
- Write an equation for the projectile's acceleration, assuming it starts at the origin.
- The projectile starts at a height of 64 feet. How long does it take to reach the maximum height? How long does it take to reach the ground?
- Describe how the model is useful and why. Consider both qualitatively (interpreting, describing) and quantitatively (calculating).



Example 2 Modeling with a Graphing Calculator

Model with a function. The table shows the height of a ball that is thrown straight up in the air.

Time t	0	1	2	3	4
Height h	0	16	32	48	64

- Use the graphing calculator to create a scatter plot of the data, as shown in the table. Explain why the data appear to be quadratic.
- Use the graphing calculator to create a quadratic model for the data.
- Graph the quadratic function on the same screen. Write a short paragraph explaining why the data fit.
- How does the modeling help you? Explain.



Modeling with a Function
What are the facts?

As the projectile is thrown, you notice its velocity increases until it reaches the maximum of the situation.

Communicate Your Answer

- How can you use a quadratic function to model a real-life situation?
- How do the features of a graph help determine the characteristics of a real-life situation? How can the features be used to describe the situation?



3 Quadratic Functions Big Ideas Learning

Marcel A. Müller



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Big Ideas In Mathematics: Yearbook 2019, Association Of Mathematics Educators Tin Lam Toh, Joseph B W Yeo, 2019-05-21 The new emphasis in the Singapore mathematics education is on Big Ideas Charles 2005 This book contains more than 15 chapters from various experts on mathematics education that describe various aspects of Big Ideas from theory to practice It contains chapters that discuss the historical development of mathematical concepts specific mathematical concepts in relation to Big Ideas in mathematics the spirit of Big Ideas in mathematics and its enactment in the mathematics classroom This book presents a wide spectrum of issues related to Big Ideas in mathematics education On the one end we have topics that are mathematics content related those that discuss the underlying principles of Big Ideas and others that deepen the readers knowledge in this area and on the other hand there are practice oriented papers in preparing practitioners to have a clearer picture of classroom enactment related to an emphasis on Big Ideas

Making Algebra Meaningful Nicole L. Fonger, 2024-08-23 Meaningful algebra learning remains out of reach for too many learners If we accept the premise shared by many leading thinkers organizations teachers researchers and parents algebra is for all students yet remains a civil rights issue Moses Cobb 2001 that is an opportunity for only some In this book I argue that adopting different lenses for what counts as meaningful algebra learning and teaching helps us to think differently Question How might teachers researchers and leaders realize meaningful algebra education for all students Answer Together with a diversity of resources and from a variety of perspectives or lenses on what counts as meaningful This book reflects my understandings of how to support meaningful algebra learning as informed by research and practice My goal is to support your journey in answering this question by making connections between research in algebra education teaching algebra and leading ambitious equitable antiracist visions for algebra education My approach in this book is intentionally highly visual with summaries in both textual and image form Teachers researchers leaders and parents are invited to engage in sketchnoting as a tool to vision and work together to realize opportunities for students to engage in meaningful mathematics learning

Mathematics - Connection And Beyond: Yearbook 2020 Association Of Mathematics Educators Tin Lam Toh, Ban Heng Choy, 2021-04-26 This book contains 11 chapters from various experts all over the world on mathematics education It provides different perspective of how to establish connection within mathematics and beyond The ideas are from different authors internationally and is practice oriented based on empirical studies conducted by the various authors This is a good illustration of linking theory with practice

Good Questions Marian Small, 2020-10-02 Now in its Fourth Edition with more than 50 new questions and a new chapter on financial literacy this bestselling resource helps experienced and novice teachers effectively and efficiently differentiate mathematics instruction in grades K 8 Math education expert Marian Small shows teachers how to get started and become expert at using two powerful and universal strategies Open Questions and Parallel Tasks This edition is even easier for teachers to use in all quality state standards environments including direct links

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Algebra: Its Big Ideas and Basic Skills Daymond J. Aiken,1960 Differentiating Instruction in Algebra 1 Kelli Jurek,2021-09-03 Teachers often have too little time to prepare differentiated lessons to meet the needs of all students Differentiating Instruction in Algebra 1 provides ready to use resources for Algebra 1 students The book is divided into four units introduction to functions and relationships systems of linear equations exponent rules and exponential functions and quadratic functions Each unit includes big ideas essential questions the Common Core State Standards addressed within that section pretests learning targets varied activities and answer keys The activities offer choices to students or three levels of practice based on student skill level Differentiating Instruction in Algebra 1 is just the resource math teachers need to provide exciting and challenging algebra activities for all students Grades 7 10 Visual Mathematics and Cyberlearning Dragana Martinovic,Viktor Freiman,Zekeriya Karadag,2012-12-24 This first book in the series will describe the Net Generation as visual learners who thrive when surrounded with new technologies and whose needs can be met with the technological innovations These new learners seek novel ways of studying such as collaborating with peers multitasking as well as use of multimedia the Internet and other Information and Communication Technologies Here we present mathematics as a contemporary subject that is engaging exciting and enlightening in new ways For example in the distributed environment of cyber space mathematics learners play games watch presentations on YouTube create Java applets of mathematics simulations and exchange thoughts over the Instant Messaging tool How should mathematics education resonate with these learners and technological novelties that excite them *New York Math: Math B* ,2000

Contemporary Mathematics in Context Arthur F. Coxford,2003 *Creating Standards-Based Integrated Curriculum* Susan M. Drake,2007-02-21 The content is powerful Seeing examples from all grade levels is important so that each reader regardless of teaching level can see that it can be done in his or her situation Sue DeLay Curriculum Resource Teacher Oak Creek Franklin School District WI Contains real life examples of integration including examples of the author s own experience in the classroom making the work much more appealing and credible for teachers Mary Ann Kahl Assistant Professor of Educational Leadership National Louis University This is the first book I have read that lays out a big picture that I can buy into and explains how to look at accountability in a positive way Jane Adair Resource Specialist Long Beach Polytechnic High School CA Help your learners connect big questions to big understandings In today s accountability driven

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