

**Mathematics Transfer Goals:**

I will become a productive citizen, a consumer of information, and will make sound decisions for success in life.

- Think purposefully using mathematical reasoning to analyze and model new problem situations.
- Make sense of and be tenacious in solving real world problems, seeking out and using appropriate tools and resources.
- Communicate mathematical ideas clearly, constructing viable arguments and using precise mathematical language
- Collaborate confidently and respectfully toward a common goal, advocating for all team members to have a voice.

Unit 3: Fireworks	Understandings	Focus Questions	Summative Assessment	Tasks (Specific problems mapped to understandings and what to highlight/modify)	Classroom (Formative) Assessments	Time	Reflection
	1. SWUT patterns can be used to make sense of the world around us.	1. How do the different terms in a quadratic function affect the behavior of the graph?	A: M: T:				
	2. SWUT the same quadratic relationship can be represented using tables, graphs, equations, and verbal descriptions.	1. How can the multiple representations of quadratic relationships be used to solve problems?	A: M: T:				
	3. SWUT quadratic relationships have defining characteristics that can be used to make sense of and solve problems.	1. What are the defining characteristics of quadratic functions? 2. How do I use a quadratic model to analyze a real world problem? 3. How do I solve quadratic equations? 4. How can quadratic expressions be written in equivalent forms? 5. What are the advantages and disadvantages of the different algebraic representations of a quadratic equation? 6. How can the area model be used to multiply and factor quadratic expressions?	A: M: T:				