Mks X	Instructor:	Ms. Sandber	rg		
Silver Ha	Course:	Math 2	th 2		
Driving Question What is the meaningful problem to be solved or question to be answered that frames the project?		How can I use my knowledge of quadratic equations to maximize yard space with a certain budget?			
Authenticity & Sustained Inquiry How does this project involve real-world context, tasks and tools, impact, or personal issues in the students' lives?		The project serves to use knowledge of quadratic equations and their features by having students create and analyze a quadratic equation that maximizes the space in a yard given a certain budget and a certain house size. The students will learn different features of quadratic equations, such as domain and vertex, to apply mathematical standards to real world situations. Students will be allowed Desmos calculator, Google to research fence prices, and their checkpoint slides.			
Public Products with Student Voice & Choice What were some products students chose to make, and how did they share their products outside of the classroom?		Students presented their products to the class. DUR FENCE: University of the individual of the inditia. Individual of the individual o			
Student Ref Students reflect on the effectiveness of the project activities, and arose and strategies them.	lections ne learning, the ir inquiry and d obstacles that for overcoming	 "We learned how to compromise on the fence because of our set price." "I learned how to be more efficient with my materials and use them to the best of my ability." "We had to learn at our own pace and try to slowly break down things to see how we got it. We had to take a minute to break down the equation and find the solution by understanding and seeing where we went wrong." "I can better explain by reasoning behind my answers with a two-way table." 			
Noted Skills Gained		Design		Teamwork	
		Compromise	Endurar	ice	Budgeting