



**INSTRUCTOR: MS. GRISMER**

**COURSE: AP PRECALCULUS**



## PROJECT SUMMARY

- Students will design a logo that incorporates conic sections, demonstrating how mathematical concepts can enhance artistic expression. The logo will be a personal reflection of the student, conveying their identity and the message they want to communicate to others.



## DRIVING QUESTION

- How can the properties of conic sections—such as circles, ellipses, parabolas, and hyperbolas—be used to design a distinctive logo that effectively communicates a brand's identity and message?



## SUSTAINED INQUIRY & AUTHENTICITY

- Students get the freedom to design their logo with few limitations. They will present this logo to the community.



## STUDENT VOICE & CHOICE WITH PUBLIC PRODUCTS

- Students will present their logo design to the Career Development Coordinators.



## TEACHER REFLECTION

- I really enjoyed this project because it gave me a chance to learn more about my students as they presented their logo designs. I think they also had fun with the process and appreciated the opportunity to express their creativity.



## STUDENT REFLECTIONS

- “It gave me a better understanding of conics for future use, especially if I want to make a real business logo with this process.”
- “It helped me by being able to implement my passion in this project, which is related to my program area.”
- “I learned how to use all of the equations for conic sections, including ellipses, circles, hyperbolas, and parabolas. It also helped me use the domain restrictions for graphs in Desmos.”
- “It really helped me learn to be more patient with math. I used 79 equations for my project because I wanted it to look as accurate as possible to what I was replicating.”
- “I really had to think critically during this PBL because I had to put a lot of different pieces together in order to make my letters cohesive. That included many small equations for each letter.”



## NOTED SKILLS GAINED

- GRAPHIC DESIGN
- GRAPHING
- PROBLEM-SOLVING
- PATIENCE

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