**In order to receive an Assignments Mark**, you must first **complete the Self-Assessment**!!

**ASSIGNMENTS HANDED IN WITHOUT A VALID SELF-ASSESSMENT WILL BE RETURNED UNMARKED.**

Use this sheet as the cover sheet for your assignment.

Journal prompts to be answered in your journals.

NO late assignments. Place Assignments inside Journal and hand them in together at the beginning of class on the day of the Unit Test.

* For each Day/Topic, put a checkmark under 0, 1, or 2 points (based on the work you have done), and a checkmark if you completed that day’s journal prompt.
* Tally up your self-assessment score and write it at the bottom.

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|  **Points per Day/Topic** **(Self-Assessment)****Day/Topic** | **0 points** – **Little or no effort;****Work NOT shown and/or answers COPIED from KEY; attempted 0 or few questions.** | **1 point –** **Work partially shown; attempted 50% of the questions.** | **2 points –** **WORK SHOWN (all steps); has demonstrated a good attempt at most or all of the questions** | **+1 if JOURNAL Entry Done** |
| Day 1: **Functions Review** **Journal Prompt:** How are functions and relations the same? How are they different?**Worksheet** (Functions: #1-6, 13-16, 17ad, 18aef, 21-24. Quadratics: #25) |  |  |  |  |
| Day 2: **Computer Lab Activity** **Exploring Quadratic Transformations Sheet**  |  |  |  |  |
| Day 3: **Graphing *y = ax2*** **Journal Prompt:** You are standing on a giant Cartesian (i.e., x-y) plane at the vertex of a quadratic function. Explain how you would move around to graph this function using the Method of Differences.**Worksheet** (Hint: For #4 & 5, use vertex form to solve for *a* first (like in Example 6). Omit 4cd 5bd. |  |  |  |  |
| Day 4: **Graphing** $y=x^{2}+q a$**nd** $y=(x-p)^{2}$**Journal Prompt:** Suppose aclassmate was absent for today’s lesson. Explain how to translate a parabola vertically (with *p*) and horizontally (with *q)*. Use equations and sketches in your explanation.**Worksheet** (all). Study for Quiz next class on graphing *y = ax2* (including axis of symmetry, domain, range, vertex, max/min value). |  |  |  |  |
|  | **0 points** | **1 point** | **2 points** | **+1 Journal** |
| Day 5: **Combining Transformation** **Journal Prompt**: What are your strategies for completing homework so far? Are you keeping on track? If not, what changes could you make that would help?**Worksheet (**Optional: 6bd, 9.)  |  |  |  |  |
| Day 6: **Modeling Problems****Journal Prompt**: Make up your own version of a bridge problem and solve it. Include a diagram!Sec. 3.1, p. 159, #13a & 16. Choose 17 or 18.Study for quiz next class on combining transformations with a = 1. |  |  |  |  |
| Day 7: **Complete the Square, Part 1 (a = 1**)**Journal Prompt**: Completing the Square is a skill you will use in several chapters this year. What did you use it for today? Explain the steps to a classmate.Sec. 3.3, p. 192 #1, 2, 6a, 7a, 8a. |  |  |  |  |
| Day 8: **Complete the Square, Part 2 (a ≠ 1**)**Journal Prompt:** How is the Complete the Square Method different for a ≠ 1 compared to when a = 1? Explain/show what you have to watch out for.Sec 3.3, p. 193 #3, 4ab, 6b, 7c, 8c, 9, 10, 16a. |   |   |  |  |
| Day 9: **Optimization Problems:****Journal Prompt:** What is the most challenging/confusing thing from today? What are you still wondering about from today’s lesson?Sec. 3.3, p. 194, #15, 19, 22, 23. Study for quiz next class on completing the square and modeling problem |   |  |  |  |
| Day 10: **Review Day** (Ch 3 – Quadratic Functions).Practice Test, p. 201, #1-11, 13-14, 15 (a or b or c or d). |   |  |  |  |
| Bonus Points: Did you include study guide notes, flowcharts, sample problems with solutions, examples of common errors and how to avoid them, mind maps, etc. (max 3 marks) |  |  |  |  |

 **ADD UP YOUR TOTAL POINTS HERE**: \_\_\_\_\_\_\_\_/ 30

Did you seek help? If so, what type? (e.g., Math Madness/Clinic, videos, tutor, friends, family, other: \_\_\_\_\_\_\_\_\_