Learning Targets:
- Derive a general equation for a parabola based on the definition of a parabola.
- Write the equation of a parabola given a graph and key features.

SUGGESTED LEARNING STRATEGIES: Predict and Confirm, Discussion Groups, Interactive Word Wall, Create Representations, Close Reading

Take a look at the graphs shown below.

1. **Make use of structure.** Match each equation with one of the graphs above.
   - \( x = \frac{1}{4}(y - 2)^2 - 1 \)
   - \( y = \frac{1}{4}(x - 2)^2 - 1 \)
   - \( y = -\frac{1}{4}(x - 2)^2 - 1 \)
   - \( x = -\frac{1}{4}(y - 2)^2 - 1 \)

Texas Essential Knowledge and Skills for Activity 10

(4)(A) Write the quadratic function given three specified points in the plane.

(4)(B) Write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening.
   - (i) write the equation of a parabola using given attributes, including vertex
   - (ii) write the equation of a parabola using given attributes, including focus
   - (iii) write the equation of a parabola using given attributes, including directrix
   - (iv) write the equation of a parabola using given attributes, including axis of symmetry
   - (v) write the equation of a parabola using given attributes, including direction of opening

(4)(E) Formulate quadratic and square root equations using technology given a table of data.
   - (i) formulate quadratic equations using technology given a table of data

Activity Standards Focus
In Activity 10, students write equations of parabolas given a graph or key features of the parabola. They determine a quadratic function given three points on a plane that the function passes through. They also find a quadratic model for a given set of data values and use the model to make predictions about the data. Throughout this activity, emphasize the definition of a parabola and how the equation of a parabola relates to a quadratic function.

Lesson 10-1

Pacing: 1 class period

Check Your Understanding

Check Your Understanding

Check Your Understanding

Lesson Practice

Bell-Ringer Activity
Have students make a table of values for the equations \( y = 2x \), \( y = 2x^2 \), and \( y = 2x^3 \) using domain values of \(-3, -2, -1, 0, 1, 2, 3\). Then have them graph the equations.

1–3 Think-Pair-Share, Critique Reasoning Students will likely use several different methods to match the graphs to the equations. After students have shared their methods, ask students to determine the most efficient method.
2. Explain how you matched each equation with one of the graphs.  
   Sample answer: A is the only graph that includes (4, 0), B is the only graph that includes (0, −2), C is the only graph that includes (0, 4), and D is the only graph that includes (−2, 0). Use substitution to determine which of these ordered pairs is a solution of each equation.

3. Use appropriate tools strategically. Use a graphing calculator to confirm your answers to Item 1. Which equations must be rewritten to enter them in the calculator? Rewrite any equations from Item 1 as necessary so that you can use them with your calculator.
   Rewrite \( x = \frac{1}{4}(y − 2)^2 − 1 \) as \( y = 2 ± \sqrt{x + 1} \);
   rewrite \( x = − \frac{1}{4}(y − 2)^2 − 1 \) as \( y = 2 ± 2\sqrt{−x − 1} \);
   check students’ calculator graphs.

4. a. How do graphs A and B differ from graphs C and D?
   Sample answer: A and B are parabolas that open up or down. They are symmetric about a vertical line. C and D are parabolas that open right or left. They are symmetric about a horizontal line.

   b. How do the equations of graphs A and B differ from the equations of graphs C and D?
   Sample answer: The equations for A and B are solved for \( y \), and the expression equal to \( y \) is a quadratic expression in terms of \( x \). The equations for C and D are solved for \( x \), and the expression equal to \( x \) is a quadratic expression in terms of \( y \).
Lesson 10-1
Parabolas and Quadratic Equations

5. Work with your group. Consider graphs A and B and their equations.
   a. Describe the relationship between the graphs.
      Sample answer: The graphs are reflections of each other across the line $y = -1$.

   b. What part of the equation determines whether the graph opens up or down? How do you know?
      The equations are identical except for the sign of $\frac{1}{4}$, so the sign of this number determines whether the graph opens up or down. If the sign is positive, the graph opens up; if it is negative, the graph opens down.

   c. Attend to precision. What are the coordinates of the lowest point on graph A? What are the coordinates of the highest point on graph B? How do the coordinates of these points relate to the equations of the graphs?
      A: $(2, -1)$; B: $(2, -1)$; The $x$-coordinate is the number subtracted from $x$ inside the parentheses. The $y$-coordinate is the number added outside the parentheses.

6. Continue to work with your group. Consider graphs C and D and their equations.
   a. Describe the relationship between the graphs.
      Sample answer: The graphs are reflections of each other across the line $x = -1$.

   b. What part of the equation determines whether the graph opens to the right or left? How do you know?
      The equations are identical except for the sign of $\frac{1}{4}$, so the sign of this number determines whether the graph opens to the right or left. If the sign is positive, the graph opens to the right; if it is negative, the graph opens to the left.

   c. What are the coordinates of the leftmost point on graph C? What are the coordinates of the rightmost point on graph D? How do the coordinates of these points relate to the equations of the graphs?
      C: $(-1, 2)$; D: $(-1, 2)$; The $x$-coordinate is the number added outside the parentheses. The $y$-coordinate is the number subtracted from $y$ inside the parentheses.

Differentiating Instruction

Challenge students to determine why a parabola with a negative $x^2$ coefficient opens down and one with a positive $x^2$ coefficient opens up. Have students create a table of values in which the domain values tend toward infinity and negative infinity for the equations $y = -2x^2$ and $y = 2x^2$. As students create these tables, they should note that squaring always results in a positive value and the lead coefficient will determine the sign of the $y$-value. They should also note that as domain values tend toward infinity and negative infinity, the $y$-values will either increase or decrease without bound.
The graphs shown at the beginning of this lesson are all parabolas. A parabola can be defined as the set of points that are equidistant from a fixed point and a fixed line. The fixed point is called the focus. The fixed line is called the directrix.

10. The focus of graph A, shown below, is (2, 0), and the directrix is the horizontal line $y = -2$.

The point $(-2, 3)$ is on the parabola. Find the distance between this point and the focus.

$$\text{distance to focus: } \sqrt{(2 - (-2))^2 + (0 - 3)^2} = 5$$
Lesson 10-1
Parabolas and Quadratic Equations

b. Find the distance between the point (–2, 3) and the directrix.
   \[ \text{distance to directrix: } \sqrt{(-2 - (-2))^2 + (2 - 3)^2} = 5; \ x = 2 \]

c. Reason quantitatively. Compare your answers in parts a and b.
   The point (–2, 3) on the parabola is the same distance from the focus as from the directrix.

11. The focus of graph D, shown below, is (–2, 2), and the directrix is the vertical line \( x = 0 \).

   \[ \text{distance to focus: } \sqrt{(2 - (-2))^2 + (2 - 2)^2} = 2; \]
   \[ \text{distance to directrix: } \sqrt{(0 - (-2))^2 + (4 - 2)^2} = 2 \]

   a. The point (–2, 4) is on the parabola. Show that this point is the same distance from the focus as from the directrix.

   \[ \text{distance to focus: } \sqrt{(2 - (-2))^2 + (4 - 2)^2} = 2; \]
   \[ \text{distance to directrix: } \sqrt{(0 - (-2))^2 + (4 - 4)^2} = 2 \]

   b. The point (–5, –2) is also on the parabola. Show that this point is the same distance from the focus as from the directrix.

   \[ \text{distance to focus: } \sqrt{(2 - (-5))^2 + (2 - (-2))^2} = 5; \]
   \[ \text{distance to directrix: } \sqrt{(0 - (-5))^2 + (-2 - (-2))^2} = 5 \]
The focus of the parabola shown below is \((-2, -1)\), and the directrix is the line \(y = -5\).

**MATH TERMS**

- **axis of symmetry**: A line that divides the parabola into two congruent halves. The axis of symmetry passes through the focus and is perpendicular to the directrix.
- **vertex**: The point on the parabola that lies on the axis of symmetry. The vertex is the midpoint of the segment connecting the focus and the directrix.

**ACTIVITY 10**

**Lesson 10-1**

Parabolas and Quadratic Equations

12. **a.** Draw and label the **axis of symmetry** on the graph above. What is the equation of the axis of symmetry?
   \[ x = -2 \]

   **b.** Explain how you identified the axis of symmetry of the parabola.
   
   **Sample answer:** The directrix is horizontal, so I drew a vertical line through the focus.

13. **a.** Draw and label the **vertex** on the graph above. What are the coordinates of the vertex?
   \((-2, -3)\)

   **b.** Explain how you identified the vertex of the parabola.
   
   **Sample answer:** I drew a point where the axis of symmetry intersects the parabola.

   **c.** What is another way you could have identified the vertex?
   
   **Sample answer:** I could have drawn a vertical segment from the focus to the directrix. Then I could have drawn a point at the midpoint of this segment.
You can use what you have learned about parabolas to derive a general equation for a parabola whose vertex is located at the origin. Start with a parabola that has a vertical axis of symmetry, a focus of \((0, p)\), and a directrix of \(y = -p\). Let \(P(x, y)\) represent any point on the parabola.

14. Write, but do not simplify, an expression for the distance from point \(P\) to the focus.

\[
\sqrt{(x - 0)^2 + (y - p)^2} \text{ or equivalent}
\]

15. Write, but do not simplify, an expression for the distance from point \(P\) to the directrix.

\[
\sqrt{(x - x)^2 + (y - (-p))^2} \text{ or equivalent}
\]

16. **Make use of structure.** Based on the definition of a parabola, the distance from point \(P\) to the focus is the same as the distance from point \(P\) to the directrix. Set your expressions from Items 14 and 15 equal to each other, and then solve for \(y\).

\[
\sqrt{(x - 0)^2 + (y - p)^2} = \sqrt{(x - x)^2 + (y - (-p))^2}
\]

\[
(x - 0)^2 + (y - p)^2 = (x - x)^2 + (y - (-p))^2
\]

\[
x^2 + y^2 - 2py + p^2 = y^2 + 2py + p^2
\]

\[
x^2 - 2py = 2py
\]

\[
x^2 = 4py
\]

\[
\frac{1}{4p} x^2 = y
\]
ACTIVITY 10

Check Your Understanding

Debrief students’ answers to these items to ensure that they understand concepts related to the general equation of a parabola.

**Answers**

18. \( x = \frac{1}{4p}y^2 \). Sample derivation:
   distance from \( P \) to focus = distance from \( P \) to directrix
   \[ \sqrt{(x - p)^2 + (y - 0)^2} = \sqrt{(x + p)^2 + (y - 0)^2} \]
   \[ (x - p)^2 + (y - 0)^2 = (x + p)^2 + (y - 0)^2 \]
   \[ x^2 - 2px + p^2 + y^2 = x^2 + 2px + p^2 \]
   \[ -2px + y^2 = 2px \]
   \[ y^2 = 4px \]
   \[ \frac{1}{4p}y^2 = x \]

19. \( y = -\frac{1}{12}x^2 \); The vertex and the focus of the parabola are on the \( y \)-axis, so the \( y \)-axis is the axis of symmetry. The parabola has its vertex at the origin and a vertical axis of symmetry, so its equation has the form \( y = \frac{1}{4p}x^2 \), where \( p \) is the \( y \)-coordinate of the focus. The focus is \((0, -3)\), and the equation of the parabola is \( y = \frac{1}{4(-3)}x^2 = -\frac{1}{12}x^2 \).

20. a. \( y = 4 \); The directrix is vertical, so the axis of symmetry is a horizontal line through the focus. The focus has a \( y \)-coordinate of 4, so the axis of symmetry is the line \( y = 4 \).
   b. \((1, 4)\); The vertex is the midpoint of the segment that connects the focus and the directrix. The endpoints of this segment have coordinates \((3, 4)\) and \((-1, 4)\), so the vertex has coordinates \((1, 4)\).
   c. To the right. The axis of symmetry is horizontal and the focus is to the right of the directrix, so the parabola opens to the right.

**MATH TIP**

A parabola always opens toward the focus and away from the directrix.

You can also write general equations for parabolas that do not have their vertex at the origin. You will derive these equations later in this activity.
21. **Reason quantitatively.** Use the given information to write the equation of each parabola.

- **a.** Axis of symmetry: \( y = 0 \); vertex: \((0, 0)\); directrix: \( x = \frac{1}{2} \)
  \[
  x = -\frac{1}{2}y^2
  \]

- **b.** Vertex: \((3, 4)\); focus: \((3, 6)\)
  \[
  y = \frac{1}{8}(x - 3)^2 + 4
  \]

- **c.** Vertex: \((-2, 1)\); directrix: \( y = 4 \)
  \[
  y = -\frac{1}{12}(x + 2)^2 + 1
  \]

- **d.** Focus: \((-4, 0)\); directrix: \( x = 4 \)
  \[
  x = -\frac{1}{16}y^2
  \]

- **e.** Opens up; focus: \((5, 7)\); directrix: \( y = 3 \)
  \[
  y = \frac{1}{8}(x - 5)^2 + 5
  \]

**Math Tip**
You may find it helpful to make a quick sketch of the information you are given.

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**Activity 10**

**Writing Quadratic Equations**

**Create Representations, Identify a Subtask, Debriefing**

Prior to writing the equation of each parabola, ask students to supply the missing information for each parabola. For example, students would determine the vertex and the axis of symmetry for Part d.

**Teacher to Teacher**

Parabolas have many applications in the real world. One application is the use of parabolic reflectors in reflecting telescopes. These parabolic reflectors range in diameter from 3 inches in home telescopes to 200 inches in research telescopes. A parabolic reflector is a paraboloid which is formed by rotating a parabola about its axis of symmetry. Help students to visualize this rotation and the formation of the paraboloid.
Check Your Understanding

Debrief students’ answers to these items to ensure that they understand concepts related to equations of parabolas.

Answers

23. No. Sample explanation: To write the equation of a parabola, you need to know the value of $p$. To determine the value of $p$ given the vertex, you would also need to know either the focus or the directrix of the parabola.

24. vertex: (1, 2); axis of symmetry: $y = 2$; focus: (3, 2); directrix: $x = -1$

ASSESS

Students’ answers to Lesson Practice problems will provide you with a formative assessment of their understanding of the lesson concepts and their ability to apply their learning. See the Activity Practice for additional problems for this lesson. You may assign the problems here or use them as a culmination for the activity.

LESSON 10-1 PRACTICE

25. B

26. Graph the parabola given by the equation $y + 2x^2 = 8$.

27. Make sense of problems. The focus of a parabola is $(0, 2)$, and its directrix is the vertical line $x = -6$. Identify the axis of symmetry, the vertex, and the direction the parabola opens.

Use the given information to write the equation of each parabola.

28. vertex: $(0, 0)$; focus: $(0, -\frac{1}{2})$

29. focus: $(4, 0)$; directrix: $x = -4$

30. opens to the left; vertex: $(0, 5)$; focus: $(-5, 5)$

31. axis of symmetry: $x = 3$; focus: $(3, -1)$; directrix: $y = -7$

32. vertex: $(-2, 4)$; directrix: $x = -3$

ADAPT

Check students’ answers to the Lesson Practice to ensure that they understand the geometric definition of a parabola, its component parts, and the general form of the equation of a parabola. Students should be able to match graphs to their equations and vice versa.

Encourage students who require extra practice to create their own problems using Lesson Practice Items 28–32 as a template. Students can check their own work by graphing the equation they write on a graphing calculator.

22. Sample derivation:

distance from $P$ to focus = distance from $P$ to directrix

$$\sqrt{(x-h)^2 + (y-(k+p))^2} = \sqrt{(x-h)^2 + (y-(k-p))^2}$$

$$(x-h)^2 + (y-(k+p))^2 = (x-h)^2 + (y-(k-p))^2$$

$$y^2 - 2ky + 2py + k^2 + 2pk + p^2 = y^2 - 2ky + 2py + k^2 - 2pk + p^2$$

$$(x-h)^2 + 2py + 2pk = 2py - 2pk$$

$$\frac{1}{4p} (x-h)^2 + k = y$$

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Lesson 10-2
Writing a Quadratic Function Given Three Points

Learning Targets:
• Explain why three points are needed to determine a parabola.
• Determine the quadratic function that passes through three given points on a plane.

SUGGESTED LEARNING STRATEGIES: Create Representations, Quickwrite, Questioning the Text, Create Representations, Identify a Subtask

Recall that if you are given any two points on the coordinate plane, you can write the equation of the line that passes through those points. The two points are said to determine the line because there is only one line that can be drawn through them.

Do two points on the coordinate plane determine a parabola? To answer this question, work through the following items.

1. Follow these steps to write the equation of a quadratic function whose graph passes through the points (2, 0) and (5, 0).
   a. Write a quadratic equation in standard form with the solutions \( x = 2 \) and \( x = 5 \).
   \( x^2 - 7x + 10 = 0 \) or a nonzero multiple of this equation
   b. Replace 0 in your equation from part a with \( y \) to write the corresponding quadratic function.
      **Answers may vary depending on the equation in part a. Sample answer:** \( y = x^2 - 7x + 10 \)
   c. Use substitution to check that the points (2, 0) and (5, 0) lie on the function’s graph.
      \[
      \begin{array}{ll}
      0 & ? (2)^2 - 7(2) + 10 \\
      0 & ? (5)^2 - 7(5) + 10 \\
      0 & ? 4 - 14 + 10 \\
      0 & ? 25 - 35 + 10 \\
      0 = 0 \checkmark & 0 = 0 \checkmark
      \end{array}
      \]

2. a. Use appropriate tools strategically. Graph your quadratic function from Item 1 on a graphing calculator.
       **Check students’ work.**
   b. On the same screen, graph the quadratic functions \( y = 2x^2 - 14x + 20 \) and \( y = -x^2 + 7x - 10 \).
      **Check students’ work.**

MATH TIP
To review writing a quadratic equation when given its solutions, see Lesson 7-3.

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c. Describe the graphs. Do all three parabolas pass through the points (2, 0) and (5, 0)?

Answers may vary, but students should note that all three parabolas pass through the points (2, 0) and (5, 0).

Sample answer: Two of the parabolas open upward, and one opens downward. One parabola is narrower than the others. However, all of the parabolas have the same x-intercepts: 2 and 5.


No. Sample explanation: My graph of the three parabolas shows that more than one parabola can be drawn through the same pair of points, (2, 0) and (5, 0). So, two points are not enough to determine a parabola.

Three points in the coordinate plane that are not on the same line determine a parabola given by a quadratic function. If you are given three noncollinear points on the coordinate plane, you can write the equation of the quadratic function whose graph passes through them.

Consider the quadratic function whose graph passes through the points (1, 2), (3, 0), and (5, 6).

4. Write an equation by substituting the coordinates of the point (1, 2) into the standard form of a quadratic function, \(y = ax^2 + bx + c\).

\[2 = a + b + c\] or equivalent

5. Write a second equation by substituting the coordinates of the point (3, 0) into the standard form of a quadratic function.

\[0 = 9a + 3b + c\] or equivalent

6. Write a third equation by substituting the coordinates of the point (5, 6) into the standard form of a quadratic function.

\[6 = 25a + 5b + c\] or equivalent
Lesson 10-2
Writing a Quadratic Function Given Three Points

7. Use your equations from Items 4–6 to write a system of three equations in the three variables \( a, b, \) and \( c \).

\[
\begin{align*}
    a + b + c &= 2 \\
    9a + 3b + c &= 0 & \text{or equivalent} \\
    25a + 5b + c &= 6
\end{align*}
\]

8. Use substitution or Gaussian elimination to solve your system of equations for \( a, b, \) and \( c \).

\[
a = 1, \quad b = -5, \quad c = 6
\]

9. Now substitute the values of \( a, b, \) and \( c \) into the standard form of a quadratic function.

\[
y = x^2 - 5x + 6
\]

10. Model with mathematics. Graph the quadratic function to confirm that it passes through the points \((1, 2), (3, 0),\) and \((5, 6)\).
Check Your Understanding

Debrief students’ answers to these items to ensure that they understand concepts related to writing equations of quadratic functions.

Answers

11. Substitute the coordinates of each point into the standard form of a quadratic function, \( y = ax^2 + bx + c \). Write the 3 resulting equations as a system of equations. Then solve the system for the values of \( a \), \( b \), and \( c \). Finally, use the values of \( a \), \( b \), and \( c \) to write the equation of the quadratic function in standard form.

12. a. You find that \( a = 0 \), \( b = -1 \), and \( c = 4 \), which results in the function \( f(x) = -x + 4 \). This function is linear, not quadratic.

b. The 3 points are on the same line, which means that you cannot write the equation of a quadratic function whose graph passes through the points.

13. a. \((-6, 0)\). Sample explanation: For a quadratic function, the axis of symmetry is a vertical line that passes through the vertex, so the axis of symmetry is \( x = -2 \). The point \((2, 0)\) is 4 units to the right of the axis of symmetry, so there will be another point on the graph of the function 4 units to the left of the axis of symmetry with the same \( y \)-coordinate. This point has coordinates \((-6, 0)\).

b. \( y = x^2 + 4x - 12 \)

LESSON 10-2 PRACTICE

Write the equation of the quadratic function whose graph passes through each set of points.

14. \((-3, 2), (-1, 0), (1, 6)\)

15. \((-2, -5), (0, -3), (1, 4)\)

16. \((-1, -5), (1, -9), (4, 0)\)

17. \((-3, 7), (0, 4), (1, 15)\)

18. \((1, 0), (2, -7), (5, -16)\)

19. \((-2, -11), (-1, -12), (1, 16)\)

20. The table below shows the first few terms of a sequence. This sequence can be described by a quadratic function, where \( f(n) \) represents the \( n \)th term of the sequence. Write the quadratic function that describes the sequence.

<table>
<thead>
<tr>
<th>Term Number, ( n )</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term of Sequence, ( f(n) )</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

21. A quadratic function \( A(s) \) gives the area in square units of a regular hexagon with a side length of \( s \) units.

a. Use the data in the table below to write the equation of the quadratic function.

<table>
<thead>
<tr>
<th>Side Length, ( s )</th>
<th>2</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area, ( A(s) )</td>
<td>(6\sqrt{3})</td>
<td>(24\sqrt{3})</td>
<td>(54\sqrt{3})</td>
</tr>
</tbody>
</table>

b. Attend to precision. To the nearest square centimeter, what is the area of a regular hexagon with a side length of 8 cm?

LESSON 10-2 PRACTICE

14. \( y = x^2 + 3x + 2 \)

15. \( y = 2x^2 + 5x - 3 \)

16. \( y = x^2 - 2x - 8 \)

17. \( y = 3x^2 + 8x + 4 \)

18. \( y = x^2 - 10x + 9 \)

19. \( y = 5x^2 + 14x - 3 \)

20. \( f(n) = n^2 + n \)

21. a. \( A(s) = \frac{3\sqrt{3}s^2}{2} \)

b. 166 cm²
Lesson 10-3
Quadratic Regression

Learning Targets:
• Find a quadratic model for a given table of data.
• Use a quadratic model to make predictions.

SUGGESTED LEARNING STRATEGIES: Think Aloud, Discussion Groups, Create Representations, Interactive Word Wall, Quickwrite, Close Reading, Predict and Confirm, Look for a Pattern, Group Presentation

A model rocketry club placed an altimeter on one of its rockets. An altimeter measures the altitude, or height, of an object above the ground. The table shows the data the club members collected from the altimeter before it stopped transmitting a little over 9 seconds after launch.

<table>
<thead>
<tr>
<th>Time Since Launch (s)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height (m)</td>
<td>0</td>
<td>54</td>
<td>179</td>
<td>255</td>
<td>288</td>
<td>337</td>
<td>354</td>
<td>368</td>
<td>378</td>
<td>363</td>
</tr>
</tbody>
</table>

1. Predict the height of the rocket 12 seconds after launch. Explain how you made your prediction.

Predictions and explanations will vary.

2. **Model with mathematics.** Make a scatter plot of the data on the coordinate grid below.

**CONNECT TO PHYSICS**
A model rocket is not powerful enough to escape Earth’s gravity. The maximum height that a model rocket will reach depends in part on the weight and shape of the rocket, the amount of force generated by the rocket motor, and the amount of fuel the motor contains.

**MINI-LESSON:** Second Differences

If students need additional help with how to use second differences to determine if a set of data is a good candidate for a quadratic model, a mini-lesson is available to provide practice.

See the Teacher Resources at SpringBoard Digital for a student page for this mini-lesson.
Lesson 10-3
Quadratic Regression

3. Enter the rocket data into a graphing calculator. Enter the time data as List 1 (L1) and the height data as List 2 (L2). Then use the calculator to perform a linear regression on the data. Write the equation of the linear model that results from the regression. Round coefficients and constants to the nearest tenth.

\[ y = 41.4x + 71.4 \]

4. Use a dashed line to graph the linear model from Item 3 on the coordinate grid showing the rocket data.

See graph below Item 2.

5. a. **Attend to precision.** To the nearest meter, what height does the linear model predict for the rocket 12 seconds after it is launched?

568 m

b. How does this prediction compare with the prediction you made in Item 1?

Answers will vary.

6. **Construct viable arguments.** Do you think the linear model is a good model for the rocket data? Justify your answer.

Sample answer: No. The linear model indicates that the rocket was already about 71 m off the ground at the time it was launched, when its actual height at this time was 0 m. Also, the linear model indicates that the rocket’s height would continue to increase with time without the rocket ever landing. The actual data show that the rocket’s height is starting to decrease after 8 seconds.

A linear regression is the process of finding a linear function that best fits a set of data. A **quadratic regression** is the process of finding a quadratic function that best fits a set of data. The steps for performing a quadratic regression on a graphing calculator are similar to those for performing a linear regression.
Lesson 10–3
Quadratic Regression

7. Use these steps to perform a quadratic regression for the rocket data.
   • Check that the data set is still entered as List 1 and List 2.
   • Press [STAT] to select the Statistics menu. Then move the cursor to
     highlight the Calculate (CALC) submenu.
   • Select 5:QuadReg to perform a quadratic regression on the data in
     Lists 1 and 2. Press [ENTER].
   • The calculator displays the values of \( a, b, \) and \( c \) for the standard form
     of the quadratic function that best fits the data.

Write the equation of the quadratic model that results from the
regression. Round coefficients and constants to the nearest tenth.
\[ y = -6.9x^2 + 103.8x - 11.8 \]

8. Graph the quadratic model from Item 7 on the coordinate grid showing
   the rocket data.
   See graph below Item 2.

9. Construct viable arguments. Contrast the graph of the linear
   model with the graph of the quadratic model. Which model is a better
   fit for the data?
   Sample answer: The quadratic model is a better fit for the data
   because the data points are closer to the parabola overall than to the
   line. Unlike the linear model, the quadratic model shows that the
   rocket will eventually return to ground level.

10. a. To the nearest meter, what height does the quadratic model predict
    for the rocket 12 seconds after it is launched?
    Predictions should be close to 240 m.

    b. How does this prediction compare with the prediction you made in
    Item 1?
    Answers will vary.

11. Reason quantitatively. Use the quadratic model to predict when
    the rocket will hit the ground. Explain how you determined your answer.
    Answers may vary but should be close to 15 s.
    Sample explanation: I set the height \( y \) of the quadratic model equal
    to 0, and used the Quadratic Formula to solve for the time \( x \). The
    solutions show that the rocket will hit the ground after about 14.9 s.
ACTIVITY 10 Continued

Check Your Understanding
Debrief students’ answers to these items to ensure that they understand concepts related to quadratic regression.

Answers
12. An underestimate; The parachute slows the rocket down, which means that it will take the rocket longer to reach the ground than the model predicts. The prediction from the quadratic model is an underestimate of the time at which the rocket will reach the ground.

13. a. Yes. Three noncollinear points determine a parabola, so you can perform a quadratic regression if you have at least 3 data points.

b. The model would fit the data set exactly because there is only 1 parabola representing a quadratic function that can be drawn through any set of 3 noncollinear points.

c. If the 3 points lie on the same line, the quadratic regression would show that the coefficient of the \( x^2 \)-term is 0. In other words, the quadratic regression would result in a linear model. The linear model would fit the data exactly, because the 3 points lie on the same line.

Check Your Understanding

12. Make sense of problems. Most model rockets have a parachute or a similar device that releases shortly after the rocket reaches its maximum height. The parachute helps to slow the rocket so that it does not hit the ground with as much force. Based on this information, do you think your prediction from Item 11 is an underestimate or an overestimate if the rocket has a parachute? Explain.


b. How closely would the quadratic model fit the data set in this situation? Explain.

c. How would your answers to parts a and b change if you knew that the three points lie on the same line?

LESSON 10-3 PRACTICE

Tell whether a linear model or a quadratic model is a better fit for each data set. Justify your answer, and give the equation of the better model.

14. 

<table>
<thead>
<tr>
<th>( x )</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
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15. 

<table>
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<tr>
<th>( x )</th>
<th>2</th>
<th>4</th>
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<th>8</th>
<th>10</th>
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<tr>
<td>( y )</td>
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<td>22</td>
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<td>35</td>
<td>45</td>
<td>50</td>
<td>64</td>
<td>66</td>
</tr>
</tbody>
</table>

The tables show time and height data for two other model rockets.

Rocket A

<table>
<thead>
<tr>
<th>Time (s)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height (m)</td>
<td>54</td>
<td>179</td>
<td>255</td>
<td>288</td>
<td>337</td>
<td>354</td>
<td>368</td>
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</tr>
</tbody>
</table>

Rocket B

<table>
<thead>
<tr>
<th>Time (s)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height (m)</td>
<td>37</td>
<td>92</td>
<td>136</td>
<td>186</td>
<td>210</td>
<td>221</td>
<td>229</td>
<td></td>
</tr>
</tbody>
</table>

16. Use appropriate tools strategically. Use a graphing calculator to perform a quadratic regression for each data set. Write the equations of the quadratic models. Round coefficients and constants to the nearest tenth.

17. Use your models to predict which rocket had a greater maximum height. Explain how you made your prediction.

18. Use your models to predict which rocket hit the ground first and how much sooner. Explain how you made your prediction.

LESSON 10-3 PRACTICE

14. Sample justification: A quadratic model is a better fit. A graph of both models shows that the data points are closer to the quadratic model. Also, the values of \( y \) first decrease and then begin to increase as \( x \) increases, which indicates the shape of a quadratic, not a linear, model.

Quadratic model: \( y = 0.1x^2 - 4.1x + 49.3 \)

15. Sample justification: A linear model is a better fit. The values of \( y \) increase as \( x \) increases without ever decreasing, which indicates the shape of a linear, not a quadratic, model.

Linear model: \( y = 4.1x + 3.1 \)

16. Rocket A: \( y = -7.6x^2 + 107.9x - 14.9 \);

Rocket B: \( y = -3.9x^2 + 62.1x - 10.4 \)

17. Rocket A. Sample explanation: Graph both quadratic models on the same coordinate grid. The graphs show that Rocket A reaches a greater height than Rocket B.

18. Predictions may vary but should indicate that Rocket A will hit the ground about 1.7 seconds sooner than Rocket B. Sample explanation: I set the height \( y \) of each quadratic model equal to 0 and used the Quadratic Formula to solve for the time \( x \). The solutions show that Rocket A will hit the ground after about 14.1 seconds and Rocket B will hit the ground after about 15.8 seconds, or about 1.7 seconds later.
ACTIVITY 10 PRACTICE

Write your answers on notebook paper. Show your work.

Lesson 10-1

Use the parabola shown in the graph for Items 1 and 2.

1. What is the equation of the parabola?
   A. \( y = -(x - 1)^2 - 2 \)
   B. \( y = -(x + 1)^2 - 2 \)
   C. \( y = (x - 1)^2 - 2 \)
   D. \( y = (x + 1)^2 + 2 \)

2. The focus of the parabola is \((-1, \frac{-9}{4})\), and the directrix is the line \( y = \frac{-7}{4} \). Show that the point \((-2, -3)\) on the parabola is the same distance from the focus as from the directrix.

3. Graph the parabola given by the equation \( x = \frac{1}{2} (y - 3)^2 + 3 \).

4. Identify the following features of the parabola given by the equation \( y = \frac{1}{8} (x - 4)^2 + 3 \).
   a. vertex
   b. focus
   c. directrix
   d. axis of symmetry
   e. direction of opening

5. Describe the relationships among the vertex, focus, directrix, and axis of symmetry of a parabola.

6. The focus of a parabola is \((3, -2)\), and its directrix is the line \( x = -5 \). What are the vertex and the axis of symmetry of the parabola?

Lesson 10-2

Write the equation of the quadratic function whose graph passes through each set of points.

13. \((-3, 0), (-2, -3), (2, 5)\)
14. \((-2, -6), (1, 0), (2, 10)\)
15. \((-5, -3), (-4, 0), (0, -8)\)
16. \((-3, 10), (-2, 0), (0, -2)\)
17. \((1, 0), (4, 6), (7, -6)\)
18. \((-2, -9), (-1, 0), (1, -12)\)

For Items 7–11, use the given information to write the equation of each parabola.

7. vertex: \((0, 0)\); focus: \((0, 5)\)
8. vertex: \((0, 0)\); directrix: \(x = -3\)
9. vertex: \((2, 2)\); axis of symmetry: \(y = 2\); focus: \((1, 2)\)
10. opens downward; vertex: \((-1, -2)\); directrix: \(y = -1\)
11. focus: \((-1, 3)\); directrix: \(x = -5\)

12. Sample derivation:

   \[
   \sqrt{(x - (h + p))^2 + (y - k)^2} = \sqrt{(x - (h - p))^2 + (y - y)^2}
   \]

   \[
   (x - (h + p))^2 + (y - k)^2 = (x - (h - p))^2 + (y - y)^2
   \]

   \[
   x^2 - 2hx + h^2 + 2hp + p^2 + (y - k)^2 = x^2 - 2hx + (h - p)^2
   \]

   \[
   x^2 - 2hx + 2hp + p^2 + (y - k)^2 = x^2 - 2hx + 2px + h^2 - 2hp + p^2
   \]

   \[
   -2px + 2hp + (y - k)^2 = 2px - 2hp
   \]

   \[
   (y - k)^2 + 4hp = 4px
   \]

   \[
   \frac{1}{4p} (y - k)^2 + h = x
   \]
19. Answers may vary, but equations should be a nonzero multiple of \( y = x^2 + 2x - 48 \). Sample answer: The parabolas given by the equations \( y = x^2 + 2x - 48 \) and \( y = -x^2 - 2x + 48 \) both pass through the points \((-8, 0)\) and \((6, 0)\).

20. a. \((-1, 5)\). Sample explanation: For a quadratic function, the axis of symmetry is a vertical line that passes through the vertex, so the axis of symmetry is \( x = 3 \). The point \((7, 5)\) is 4 units to the right of the axis of symmetry, so there will be another point on the graph of the function 4 units to the left of the axis of symmetry with the same \( y \)-coordinate. This point has coordinates \((-1, 5)\).

b. \( f(x) = \frac{1}{4} x^2 - \frac{3}{2} x + \frac{13}{4} \)

21. Sample justification: A linear model is a better fit. The values of \( y \) increase as \( x \) increases without ever decreasing, which indicates the shape of a linear, not a quadratic, model. Linear model: \( y = 4.9x + 18.2 \)

22. Sample justification: A quadratic model is a better fit. A graph of both models shows that the data points are closer to the quadratic model. Also, the values of \( y \) first decrease and then begin to increase as \( x \) increases, which indicates the shape of a quadratic, not a linear model. Quadratic model: \( y = 0.3x^2 - 5.0x + 23.8 \)

23. a. \( y = 0.047x^2 + 2.207x + 0.214 \);
   b. \( y = 0.064x^2 + 2.210x - 0.500 \)

24. Predictions should be close to 42 feet.

25. No. Sample explanation: Based on the quadratic model, the stopping distance for the truck at 60 \( \text{mi/h} \) is about 363 feet. This distance is greater than the distance between the truck and the intersection, so the driver will not be able to stop in time.

26. a. \( y = -2.2x^2 + 454.9x - 12,637.0 \)
   b. Yes. Sample explanation: A graph of the quadratic model and the data from the table shows that the graph of the model is close to the data points. Also, the monthly revenue increases and then decreases as the selling price increases, which indicates a quadratic model could be a good fit for the data.
   c. Answers should be close to $103.

**Additional Practice**

If students need more practice on the concepts in this activity, see the Teacher Resources at SpringBoard Digital for additional practice problems.
Learning Targets:
• Derive a general equation for a parabola based on the definition of a parabola.
• Write the equation of a parabola given a graph and key features.

SUGGESTED LEARNING STRATEGIES: Predict and Confirm, Discussion Groups, Interactive Word Wall, Create Representations, Close Reading

Take a look at the graphs shown below.

1. Make use of structure. Match each equation with one of the graphs above.
   \[ x = \frac{1}{4}(y - 2)^2 - 1 \]
   \[ y = \frac{1}{4}(x - 2)^2 - 1 \]
   \[ y = -\frac{1}{4}(x - 2)^2 - 1 \]
   \[ x = -\frac{1}{4}(y - 2)^2 - 1 \]
Lesson 10-1
Parabolas and Quadratic Equations

2. Explain how you matched each equation with one of the graphs.

3. Use appropriate tools strategically. Use a graphing calculator to confirm your answers to Item 1. Which equations must be rewritten to enter them in the calculator? Rewrite any equations from Item 1 as necessary so that you can use them with your calculator.

4. a. How do graphs A and B differ from graphs C and D?

b. How do the equations of graphs A and B differ from the equations of graphs C and D?

TECHNOLOGY TIP
If an equation includes the ± symbol, you will need to enter it in a graphing calculator as two separate equations. For example, enter the equation $y = 2 \pm \sqrt{x}$ as $y = 2 + \sqrt{x}$ and $y = 2 - \sqrt{x}$.
Lesson 10-1
Parabolas and Quadratic Equations

5. Work with your group. Consider graphs A and B and their equations.
   a. Describe the relationship between the graphs.

   b. What part of the equation determines whether the graph opens up or down? How do you know?

   c. **Attend to precision.** What are the coordinates of the lowest point on graph A? What are the coordinates of the highest point on graph B? How do the coordinates of these points relate to the equations of the graphs?

6. Continue to work with your group. Consider graphs C and D and their equations.
   a. Describe the relationship between the graphs.

   b. What part of the equation determines whether the graph opens to the right or left? How do you know?

   c. What are the coordinates of the leftmost point on graph C? What are the coordinates of the rightmost point on graph D? How do the coordinates of these points relate to the equations of the graphs?
Lesson 10-1
Parabolas and Quadratic Equations

Check Your Understanding

7. Which equation does the graph at right represent? Explain your answer.
   A. \( y = -\frac{1}{2}(x + 2)^2 - 4 \)
   B. \( y = -\frac{1}{2}(x + 2)^2 + 4 \)
   C. \( y = -\frac{1}{2}(x - 2)^2 + 4 \)

Which of the equations in Item 1 represent functions? Explain your reasoning.

9. Consider the equation \( x = -2(y + 4)^2 - 1 \). Without graphing the equation, tell which direction its graph opens. Explain your reasoning.

The graphs shown at the beginning of this lesson are all parabolas.

A parabola can be defined as the set of points that are the same distance from a point called the focus and a line called the directrix.

10. The focus of graph A, shown below, is (2, 0), and the directrix is the horizontal line \( y = -2 \).

   a. The point (−2, 3) is on the parabola. Find the distance between this point and the focus.

MATH TERMS
A parabola is the set of points in a plane that are equidistant from a fixed point and a fixed line.
The fixed point is called the focus.
The fixed line is called the directrix.

MATH TIP
The distance between two points \((x_1, y_1)\) and \((x_2, y_2)\) is given by \(\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}\).

MATH TIP
The distance between a point and a horizontal line is the length of the vertical segment with one endpoint at the point and one endpoint on the line.
Lesson 10-1  
Parabolas and Quadratic Equations

b. Find the distance between the point (–2, 3) and the directrix.

c. **Reason quantitatively.** Compare your answers in parts a and b. What do you notice?

11. The focus of graph D, shown below, is (–2, 2), and the directrix is the vertical line \( x = 0 \).

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a. The point (–2, 4) is on the parabola. Show that this point is the same distance from the focus as from the directrix.

b. The point (–5, –2) is also on the parabola. Show that this point is the same distance from the focus as from the directrix.

**MATH TIP**
The distance between a point and a vertical line is the length of the horizontal segment with one endpoint at the point and one endpoint on the line.
Lesson 10-1
Parabolas and Quadratic Equations

The focus of the parabola shown below is \((-2, -1)\), and the directrix is the line \(y = -5\).

12. a. Draw and label the **axis of symmetry** on the graph above. What is the equation of the axis of symmetry?
   
   b. Explain how you identified the axis of symmetry of the parabola.

13. a. Draw and label the **vertex** on the graph above. What are the coordinates of the vertex?
   
   b. Explain how you identified the vertex of the parabola.
   
   c. What is another way you could have identified the vertex?
Lesson 10-1
Parabolas and Quadratic Equations

You can use what you have learned about parabolas to derive a general equation for a parabola whose vertex is located at the origin. Start with a parabola that has a vertical axis of symmetry, a focus of \((0, p)\), and a directrix of \(y = -p\). Let \(P(x, y)\) represent any point on the parabola.

14. Write, but do not simplify, an expression for the distance from point \(P\) to the focus.

15. Write, but do not simplify, an expression for the distance from point \(P\) to the directrix.

16. Make use of structure. Based on the definition of a parabola, the distance from point \(P\) to the focus is the same as the distance from point \(P\) to the directrix. Set your expressions from Items 14 and 15 equal to each other, and then solve for \(y\).

**MATH TIP**
In Item 16, start by squaring each side of the equation to eliminate the square root symbols. Next, simplify each side and expand the squared terms.
Lesson 10-1
Parabolas and Quadratic Equations

17. What is the general equation for a parabola with its vertex at the origin, a focus of \((0, p)\), and a directrix of \(y = -p\)?

18. See the diagram at right. Derive the general equation of a parabola with its vertex at the origin, a horizontal axis of symmetry, a focus of \((p, 0)\), and a directrix of \(x = -p\). Solve the equation for \(x\).

19. **Model with mathematics.** The vertex of a parabola is at the origin and its focus is \((0, -3)\). What is the equation of the parabola? Explain your reasoning.

20. A parabola has a focus of \((3, 4)\) and a directrix of \(x = -1\). Answer each question about the parabola, and explain your reasoning.
   a. What is the axis of symmetry?
   b. What is the vertex?
   c. In which direction does the parabola open?

You can also write general equations for parabolas that do not have their vertex at the origin. You will derive these equations later in this activity.

<table>
<thead>
<tr>
<th>Vertical Axis of Symmetry</th>
<th>Horizontal Axis of Symmetry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vertex</strong></td>
<td>((h, k))</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>((h, k + p))</td>
</tr>
<tr>
<td><strong>Directrix</strong></td>
<td>(y = k - p)</td>
</tr>
<tr>
<td><strong>Equation</strong></td>
<td>(y = \frac{1}{4p}(x-h)^2 + k)</td>
</tr>
<tr>
<td></td>
<td>(x = \frac{1}{4p}(y-k)^2 + h)</td>
</tr>
</tbody>
</table>

**MATH TIP**

A parabola always opens toward the focus and away from the directrix.
Lesson 10-1
Parabolas and Quadratic Equations

21. **Reason quantitatively.** Use the given information to write the equation of each parabola.
   a. axis of symmetry: \( y = 0 \); vertex: (0, 0); directrix: \( x = \frac{1}{2} \)
   b. vertex: (3, 4); focus: (3, 6)
   c. vertex: \((-2, 1)\); directrix: \( y = 4 \)
   d. focus: \((-4, 0)\); directrix: \( x = 4 \)
   e. opens up; focus: (5, 7); directrix: \( y = 3 \)
Lesson 10-1
Parabolas and Quadratic Equations

Check Your Understanding

22. See the diagram at right. Derive the general equation of a parabola with its vertex at \((h, k)\), a vertical axis of symmetry, a focus of \((h, k + p)\), and a directrix of \(y = k - p\). Solve the equation for \(y\).

23. Construct viable arguments. Can you determine the equation of a parabola if you know only its axis of symmetry and its vertex? Explain.

24. The equation of a parabola is \(x = \frac{1}{8}(y - 2)^2 + 1\). Identify the vertex, axis of symmetry, focus, and directrix of the parabola.

LESSON 10-1 PRACTICE

25. Which equation does the graph at right represent?
   A. \(x = -2(y + 3)^2 - 2\)
   B. \(x = 2(y + 3)^2 - 2\)
   C. \(y = -2(x + 3)^2 - 2\)
   D. \(y = 2(x + 3)^2 - 2\)

26. Graph the parabola given by the equation \(y = \frac{1}{4}(x + 3)^2 - 4\).

27. Make sense of problems. The focus of a parabola is \((0, 2)\), and its directrix is the vertical line \(x = -6\). Identify the axis of symmetry, the vertex, and the direction the parabola opens.

Use the given information to write the equation of each parabola.

28. vertex: \((0, 0)\); focus: \((0, -\frac{1}{2})\)

29. focus: \((4, 0)\); directrix: \(x = -4\)

30. opens to the left; vertex: \((0, 5)\); focus: \((-5, 5)\)

31. axis of symmetry: \(x = 3\); focus: \((3, -1)\); directrix: \(y = -7\)

32. vertex: \((-2, 4)\); directrix: \(x = -3\)
Lesson 10-2
Writing a Quadratic Function Given Three Points

Learning Targets:
• Explain why three points are needed to determine a parabola.
• Determine the quadratic function that passes through three given points on a plane.

SUGGESTED LEARNING STRATEGIES: Create Representations, Quickwrite, Questioning the Text, Create Representations, Identify a Subtask

Recall that if you are given any two points on the coordinate plane, you can write the equation of the line that passes through those points. The two points are said to determine the line because there is only one line that can be drawn through them.

Do two points on the coordinate plane determine a parabola? To answer this question, work through the following items.

1. Follow these steps to write the equation of a quadratic function whose graph passes through the points (2, 0) and (5, 0).
   a. Write a quadratic equation in standard form with the solutions \(x = 2\) and \(x = 5\).
   b. Replace 0 in your equation from part a with \(y\) to write the corresponding quadratic function.
   c. Use substitution to check that the points (2, 0) and (5, 0) lie on the function’s graph.

2. a. Use appropriate tools strategically. Graph your quadratic function from Item 1 on a graphing calculator.
   b. On the same screen, graph the quadratic functions \(y = 2x^2 - 14x + 20\) and \(y = -x^2 + 7x - 10\).
Lesson 10-2
Writing a Quadratic Function Given Three Points

c. Describe the graphs. Do all three parabolas pass through the points (2, 0) and (5, 0)?


Three points in the coordinate plane that are not on the same line determine a parabola given by a quadratic function. If you are given three noncollinear points on the coordinate plane, you can write the equation of the quadratic function whose graph passes through them.

Consider the quadratic function whose graph passes through the points \((1, 2), (3, 0),\) and \((5, 6)\).

4. Write an equation by substituting the coordinates of the point \((1, 2)\) into the standard form of a quadratic function, \(y = ax^2 + bx + c\).

5. Write a second equation by substituting the coordinates of the point \((3, 0)\) into the standard form of a quadratic function.

6. Write a third equation by substituting the coordinates of the point \((5, 6)\) into the standard form of a quadratic function.
Lesson 10-2
Writing a Quadratic Function Given Three Points

7. Use your equations from Items 4–6 to write a system of three equations in the three variables \( a, b, \) and \( c \).

8. Use substitution or Gaussian elimination to solve your system of equations for \( a, b, \) and \( c \).

9. Now substitute the values of \( a, b, \) and \( c \) into the standard form of a quadratic function.

10. Model with mathematics. Graph the quadratic function to confirm that it passes through the points \((1, 2), (3, 0), \) and \((5, 6)\).
Lesson 10-2
Writing a Quadratic Function Given Three Points

Check Your Understanding

11. Describe how to write the equation of a quadratic function whose graph passes through three given points.

12. a. What happens when you try to write the equation of the quadratic function that passes through the points (0, 4), (2, 2), and (4, 0)?
   b. What does this result indicate about the three points?

13. a. Reason quantitatively. The graph of a quadratic function passes through the point (2, 0). The vertex of the graph is (−2, −16). Use symmetry to identify another point on the function's graph. Explain how you determined your answer.
   b. Write the equation of the quadratic function.

LESSON 10-2 PRACTICE

Write the equation of the quadratic function whose graph passes through each set of points.

14. (−3, 2), (−1, 0), (1, 6)
15. (−2, −5), (0, −3), (1, 4)
16. (−1, −5), (1, −9), (4, 0)
17. (−3, 7), (0, 4), (1, 15)
18. (1, 0), (2, −7), (5, −16)
19. (−2, −11), (−1, −12), (1, 16)
20. The table below shows the first few terms of a sequence. This sequence can be described by a quadratic function, where \( f(n) \) represents the \( n \)th term of the sequence. Write the quadratic function that describes the sequence.

<table>
<thead>
<tr>
<th>Term Number, ( n )</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term of Sequence, ( f(n) )</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

21. A quadratic function \( A(s) \) gives the area in square units of a regular hexagon with a side length of \( s \) units.
   a. Use the data in the table below to write the equation of the quadratic function.

<table>
<thead>
<tr>
<th>Side Length, ( s )</th>
<th>2</th>
<th>4</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area, ( A(s) )</td>
<td>( 6\sqrt{3} )</td>
<td>( 24\sqrt{3} )</td>
<td>( 54\sqrt{3} )</td>
</tr>
</tbody>
</table>

   b. Attend to precision. To the nearest square centimeter, what is the area of a regular hexagon with a side length of 8 cm?
Lesson 10-3
Quadratic Regression

Learning Targets:
- Find a quadratic model for a given table of data.
- Use a quadratic model to make predictions.

SUGGESTED LEARNING STRATEGIES: Think Aloud, Discussion Groups, Create Representations, Interactive Word Wall, Quickwrite, Close Reading, Predict and Confirm, Look for a Pattern, Group Presentation

A model rocketry club placed an altimeter on one of its rockets. An altimeter measures the altitude, or height, of an object above the ground. The table shows the data the club members collected from the altimeter before it stopped transmitting a little over 9 seconds after launch.

<table>
<thead>
<tr>
<th>Time Since Launch (s)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height (m)</td>
<td>0</td>
<td>54</td>
<td>179</td>
<td>255</td>
<td>288</td>
<td>337</td>
<td>354</td>
<td>368</td>
<td>378</td>
<td>363</td>
</tr>
</tbody>
</table>

1. Predict the height of the rocket 12 seconds after launch. Explain how you made your prediction.

2. Model with mathematics. Make a scatter plot of the data on the coordinate grid below.

CONNECT TO PHYSICS

A model rocket is not powerful enough to escape Earth’s gravity. The maximum height that a model rocket will reach depends in part on the weight and shape of the rocket, the amount of force generated by the rocket motor, and the amount of fuel the motor contains.
Lesson 10-3
Quadratic Regression

3. Enter the rocket data into a graphing calculator. Enter the time data as List 1 (L1) and the height data as List 2 (L2). Then use the calculator to perform a linear regression on the data. Write the equation of the linear model that results from the regression. Round coefficients and constants to the nearest tenth.

4. Use a dashed line to graph the linear model from Item 3 on the coordinate grid showing the rocket data.

5. a. **Attend to precision.** To the nearest meter, what height does the linear model predict for the rocket 12 seconds after it is launched?

   b. How does this prediction compare with the prediction you made in Item 1?

6. **Construct viable arguments.** Do you think the linear model is a good model for the rocket data? Justify your answer.

**MATH TIP**
A calculator may be able to generate a linear model for a data set, but that does not necessarily mean that the model is a good fit or makes sense in a particular situation.

**MATH TERMS**
Quadratic regression is the process of determining the equation of a quadratic function that best fits the given data.

A linear regression is the process of finding a linear function that best fits a set of data. A **quadratic regression** is the process of finding a quadratic function that best fits a set of data. The steps for performing a quadratic regression on a graphing calculator are similar to those for performing a linear regression.
Lesson 10-3
Quadratic Regression

7. Use these steps to perform a quadratic regression for the rocket data.
   - Check that the data set is still entered as List 1 and List 2.
   - Press STAT to select the Statistics menu. Then move the cursor to
     highlight the Calculate (CALC) submenu.
   - Select 5:QuadReg to perform a quadratic regression on the data in
     Lists 1 and 2. Press ENTER.
   - The calculator displays the values of \( a \), \( b \), and \( c \) for the standard form
     of the quadratic function that best fits the data.

Write the equation of the quadratic model that results from the
regression. Round coefficients and constants to the nearest tenth.

8. Graph the quadratic model from Item 7 on the coordinate grid showing
   the rocket data.

9. **Construct viable arguments.** Contrast the graph of the linear
    model with the graph of the quadratic model. Which model is a better
    fit for the data?

10. a. To the nearest meter, what height does the quadratic model predict
     for the rocket 12 seconds after it is launched?

    b. How does this prediction compare with the prediction you made in
       Item 1?

11. **Reason quantitatively.** Use the quadratic model to predict when the
    rocket will hit the ground. Explain how you determined your answer.
Lesson 10-3
Quadratic Regression

Check Your Understanding

12. **Make sense of problems.** Most model rockets have a parachute or a similar device that releases shortly after the rocket reaches its maximum height. The parachute helps to slow the rocket so that it does not hit the ground with as much force. Based on this information, do you think your prediction from Item 11 is an underestimate or an overestimate if the rocket has a parachute? Explain.

13. **a.** Could you use a graphing calculator to perform a quadratic regression on three data points? Explain.
   **b.** How closely would the quadratic model fit the data set in this situation? Explain.
   **c.** How would your answers to parts a and b change if you knew that the three points lie on the same line?

**LESSON 10-3 PRACTICE**

Tell whether a linear model or a quadratic model is a better fit for each data set. Justify your answer, and give the equation of the better model.

14. 

<table>
<thead>
<tr>
<th>x</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>19</td>
<td>15</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

15. 

<table>
<thead>
<tr>
<th>x</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>10</td>
<td>22</td>
<td>26</td>
<td>35</td>
<td>45</td>
<td>50</td>
<td>64</td>
<td>66</td>
</tr>
</tbody>
</table>

The tables show time and height data for two other model rockets.

**Rocket A**

<table>
<thead>
<tr>
<th>Time (s)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height (m)</td>
<td>0</td>
<td>54</td>
<td>179</td>
<td>255</td>
<td>288</td>
<td>337</td>
<td>354</td>
<td>368</td>
</tr>
</tbody>
</table>

**Rocket B**

<table>
<thead>
<tr>
<th>Time (s)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height (m)</td>
<td>0</td>
<td>37</td>
<td>92</td>
<td>136</td>
<td>186</td>
<td>210</td>
<td>221</td>
<td>229</td>
</tr>
</tbody>
</table>

16. **Use appropriate tools strategically.** Use a graphing calculator to perform a quadratic regression for each data set. Write the equations of the quadratic models. Round coefficients and constants to the nearest tenth.

17. Use your models to predict which rocket had a greater maximum height. Explain how you made your prediction.

18. Use your models to predict which rocket hit the ground first and how much sooner. Explain how you made your prediction.
Writing Quadratic Equations
What Goes Up Must Come Down

ACTIVITY 10 PRACTICE
Write your answers on notebook paper. Show your work.

Lesson 10-1
Use the parabola shown in the graph for Items 1 and 2.

1. What is the equation of the parabola?
   A. \( y = -(x - 1)^2 - 2 \)  
   B. \( y = -(x + 1)^2 - 2 \)  
   C. \( y = (x - 1)^2 - 2 \)  
   D. \( y = (x + 1)^2 + 2 \)

2. The focus of the parabola is \((-1, -\frac{9}{4})\), and the directrix is the line \( y = -\frac{7}{4} \). Show that the point \((-2, -3)\) on the parabola is the same distance from the focus as from the directrix.

3. Graph the parabola given by the equation \( x = \frac{1}{2}(y - 3)^2 + 3 \).

4. Identify the following features of the parabola given by the equation \( y = \frac{1}{8}(x - 4)^2 + 3 \).
   a. vertex  
   b. focus  
   c. directrix  
   d. axis of symmetry  
   e. direction of opening

5. Describe the relationships among the vertex, focus, directrix, and axis of symmetry of a parabola.

6. The focus of a parabola is \((3, -2)\), and its directrix is the line \( x = -5 \). What are the vertex and the axis of symmetry of the parabola?

For Items 7–11, use the given information to write the equation of each parabola.

7. vertex: \((0, 0)\); focus: \((0, 5)\)
8. vertex: \((0, 0)\); directrix: \( x = -3 \)
9. vertex: \((2, 2)\); axis of symmetry: \( y = 2 \); focus: \((1, 2)\)
10. opens downward; vertex: \((-1, -2)\); directrix: \( y = -1 \)
11. focus: \((-1, 3)\); directrix: \( x = -5 \)
12. Use the diagram below to help you derive the general equation of a parabola with its vertex at \((h, k)\), a horizontal axis of symmetry, a focus of \((h + p, k)\), and a directrix of \(x = h - p\). Solve the equation for \(x\).

Lesson 10-2
Write the equation of the quadratic function whose graph passes through each set of points.

13. \((-3, 0), (-2, -3), (2, 5)\)
14. \((-2, -6), (1, 0), (2, 10)\)
15. \((-5, -3), (-4, 0), (0, -8)\)
16. \((-3, 10), (-2, 0), (0, -2)\)
17. \((1, 0), (4, 6), (7, -6)\)
18. \((-2, -9), (-1, 0), (1, -12)\)
19. Demonstrate that the points (−8, 0) and (6, 0) do not determine a unique parabola by writing the equations of two different parabolas that pass through these two points.

20. a. The graph of a quadratic function passes through the point (7, 5). The vertex of the graph is (3, 1). Use symmetry to identify another point on the function’s graph. Explain your answer.
   b. Write the equation of the quadratic function.

Lesson 10-3

Tell whether a linear model or a quadratic model is a better fit for each data set. Justify your answer and give the equation of the better model.

21. | x  | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>17</td>
<td>29</td>
<td>40</td>
<td>45</td>
<td>59</td>
<td>63</td>
<td>76</td>
<td>88</td>
</tr>
</tbody>
</table>

22. | x  | 2 | 4 | 6 | 8 | 10| 12 | 14 | 16 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>y</td>
<td>15</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>16</td>
<td>22</td>
</tr>
</tbody>
</table>

The stopping distance of a vehicle is the distance the vehicle travels between the time the driver recognizes the need to stop and the time the vehicle comes to a stop. The table below shows how the speed of two vehicles affects their stopping distances.

<table>
<thead>
<tr>
<th>Speed (mi/h)</th>
<th>Stopping distance (ft)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Car</td>
</tr>
<tr>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>15</td>
<td>44</td>
</tr>
<tr>
<td>20</td>
<td>63</td>
</tr>
<tr>
<td>25</td>
<td>85</td>
</tr>
<tr>
<td>30</td>
<td>109</td>
</tr>
<tr>
<td>35</td>
<td>135</td>
</tr>
<tr>
<td>40</td>
<td>164</td>
</tr>
</tbody>
</table>

23. Use a graphing calculator to perform a quadratic regression on the data for each vehicle. Write the equations of the quadratic models. Round coefficients and constants to the nearest thousandth.

24. Use your models to predict how much farther it would take the truck to stop from a speed of 50 mi/h than it would the car.

25. Suppose the truck is 300 ft from an intersection when the light at the intersection turns yellow. If the truck’s speed is 60 mi/h when the driver sees the light change, will the driver be able to stop without entering the intersection? Explain how you know.

MATHEMATICAL PRACTICES
Use Appropriate Tools Strategically

26. A shoe company tests different prices of a new type of athletic shoe at different stores. The table shows the relationship between the selling price and the monthly revenue per store the company made from selling the shoes.

<table>
<thead>
<tr>
<th>Selling Price ($)</th>
<th>Monthly Revenue per Store ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>9680</td>
</tr>
<tr>
<td>90</td>
<td>10,520</td>
</tr>
<tr>
<td>100</td>
<td>11,010</td>
</tr>
<tr>
<td>110</td>
<td>10,660</td>
</tr>
<tr>
<td>120</td>
<td>10,400</td>
</tr>
<tr>
<td>130</td>
<td>9380</td>
</tr>
</tbody>
</table>

a. Use a graphing calculator to determine the equation of a quadratic model that can be used to predict \( y \), the monthly revenue per store in dollars when the selling price is \( x \) dollars. Round values to the nearest tenth.

b. Is a quadratic model a good model for the data set? Explain.

c. Use your model to determine the price at which the company should sell the shoes to generate the greatest revenue.