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symbolically as numbers that satisfy an equation e.g. $ax^2 + bx + c = 0$ and graphically as the x coordinate s of the x intercept s of the corresponding graph e.g. $y = ax^2 + bx + c$. The instructional tasks in this trajectory offer students opportunities for subtle but crucial conceptual transitions as they engage their prior knowledge of linear equations develop an intuitive understanding of why the method of factoring works understand how many solutions a linear or quadratic equation may have notice the algebraic structure of a factored equation and understand how the zero product property applies to solving factorable quadratic equations. The data analysis shows that the proposed HLT is viable. The account of how participants engaged with the tasks and interacted with the researcher illustrates how teachers may probe and guide students towards reflecting on their mathematical activity and understanding of this topic.

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