Unit 2 - Linear Functions

Content Area: **Mathematics**
Course(s):
Time Period: **Marking Period 2**
Length: **18 blocks**
Status: **Published**

Course Description & Instructional Notes

Course Description: This course is designed to help students in grade 12 develop and strengthen basic mathematical skills, problem solving techniques and the application of such skills. The course is intended to further develop the mathematical skills necessary for the college entrance exam.

In this unit, students will build upon concepts taught in Algebra 1 that include operations with integers, exposure to number systems, operations with expressions, and solving equations and inequalities. Students will build a foundation for future work with quadratic equations through the work with equivalent expressions. An emphasis will be placed on essential academic vocabulary and college placement test skills.

Prior Knowledge: The following skills are a part of the Algebra 1 standards, they should be pre-assessed and remediated: Classifying Numbers, Integer Operations, Simplifying Expressions, Solving Equations/Inequalities

Instructional Notes: Students will need extended time with non-calculator skills. Daily warm-ups should emphasize the use of no calculator to solve problems.

Graphing Calculator Integration: Teacher will model the usage of the graphing calculator throughout the unit. Students will become comfortable with navigating and using the graphing calculator to solve a variety of problems efficiently. In the first unit, the teacher should spend time getting students accustomed to the TI 84 and the basic essential skills (i.e. Executing integer operations (proper usage of parentheses, performing roots, powers) Solving equations on the graphing calculator).

Technology Integration: Students will use Khan Academy as a supplemental resource.

Enduring Understandings

- All of the facts of arithmetic and algebra follow from certain properties.
- Variables in place of numbers allow the statement of relationship among numbers that are unknown or unspecified.
- Useful information about equations and inequalities, including solutions, can be found by analyzing graphs or tables.

- Properties of numbers and equality can be used to transform an equation (or inequality) into equivalent, simpler equations (or inequalities) in order to find solutions
- Many real-world mathematical problems can be represented algebraically.
- Properties of numbers and equality can be used to transform an equation (or inequality) into equivalent, simpler equations (or inequalities) in order to find solutions
- Useful information about equations and inequalities (including solutions) can be found by analyzing graphs.
- The numbers and types of solutions vary predictably, based on the type of equation.
- Many real-world mathematical problems can be represented algebraically.

Essential Questions

- How do I determine the best numerical representation (pictorial, symbolic objects) for a given situation?
- Can equations that appear to be different be equivalent?
- How do you represent relationships between quantities that are not equal?
- What does the solution of a system of equations represent? System of Inequalities?

Student Learning Objectives

- Simplify expressions using the commutative, associative and distributive properties. (Expressions can be solely integer expressions or include both integers and variables)
- Explain the meaning of parts of an expression in context.
- Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- Find the rate of change.

- Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- Recognize when linear equations that have one solution, no solution or infinitely many solutions.
- Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
- Create equations and inequalities in one variable and use them to solve problems. (Use real life situations to create problems to be solved.)

- Solve linear systems of equations (graphing, subsitutuion, and elimination)
- Create equations that describe numbers or relationships
- Model real world situations by creating a system of linear equations.
- Identify and define variables representing essential features for the model.

- Interpret the solution(s) in context.

Vocabulary & Learning Experiences

Essential Academic Vocabulary

absolute value, additive inverse, algebraic expression, algebraic factor, associative property, binomial, boundary line, coefficients, commutative property, complex number, degree, difference, difference of squares, distributive property, elimination mehtod, equations, evaluate, exponent, factors, imaginary number, inequalities, integer, irrational, justify, linear equations, linear inequalities, literal equations, modeling with expressions, monomial, natural numbers, perfect square trinomials, polynomial, product, quotient, radical, rational, real, refute, scientific notation, simplify, slope, slope-intercept form, solution, solve, standard form of polynomials, substitution method, sum, system, system of linear equations, system of linear inequalities, terms, trinomial, unit of measurement, variables, whole numbers, y-intercept

Planned Learning Experiences

Scavenger Hunts

Communicator Practice

Delta Math Practice

Think-Pair-Share

Resources

Khan Academy: https://www.khanacademy.org/math/algebra-basics

Math IXL

Assessments

Formative Assessments

Quiz: Algebra Basics

Quiz: Linear Equations and Inequalitieas

Quiz: Linear Systems

Summative Assessments

Unit 1 Non-Calculator Assessment

Unit 1 Calculator Assessment

NJSLS Standards - Mathematics

NJSLS Standards in Mathematics Copied and Pasted as well as linked.

NJSLS Standards - Mathematics

Seeing Structure in Expressions A-SSE

A. Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context. □

a. Interpret parts of an expression, such as terms, factors, and coefficients

B. Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. □

a. Factor a quadratic expression to reveal the zeros of the function it defines.

Creating Equations□ A -CED

A. Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent

inequalities describing nutritional and cost constraints on combinations of different foods.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.

Reasoning with Equations and Inequalities A -REI

B. Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

C. Solve systems of equations

5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

D. Represent and solve equations and inequalities graphically

11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.□

12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Interpreting Functions F-IF

A. Understand the concept of a function and use function notation

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Mathematical Practices

1 Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight

into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account New Jersey Student Learning Standards for Mathematics 4 the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its

purpose.

5 Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y) 2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

MA.F-IF	Interpreting Functions
MA.F-IF.A	Understand the concept of a function and use function notation
MA.A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.
MA.A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.
MA.F-IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
MA.A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
MA.A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.

MA.A-CED.A	Create equations that describe numbers or relationships
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
MA.A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
MA.A-REI	Reasoning with Equations and Inequalities
MA.A-REI.B	Solve equations and inequalities in one variable
MA.A-REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
MA.A-REI.C.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
MA.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
MA.A-REI.D.11	Explain why the □-coordinates of the points where the graphs of the equations □ = □(□) and □ = □(□) intersect are the solutions of the equation□(□) = □(□); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where □(□) and/or □(□) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
MA.A-REI.D.12	Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Additional NJSLS Standards

NJSLS Standards Copied and Pasted as well as linked.

Interdisciplinary Connections

NJSLS Companion Standards Grades 9-12 (Reading & Writing in Science & Technical Subjects)

Techonolgy (8.1 & 8.2)

21st Century Life and Careers (9.1 & 9.2)

Modifications/Accommodations