Unit 1: Functions & Graphs Copied from: Pre-Cal/Trig, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

PRE-CALCULUS / TRIGONOMETRY, GRADES 10-12

UNIT 1: FUNCTIONS & GRAPHS

Belleville Board of Education

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Unit Overview

In this Unit...

- students will review prerequisite skills such as function notation and solving and graphing equations and inequalities. Before beginning Pre-Calculus students will review a variety of Algebra 2 skills, as necessary.
- students will learn to analyze functions from a Calculus perspective. They will begin by using graphs of functions identify important characteristics of the function, such as domain, range, end behavior, zeros, etc. They will move on to determine average rates of change of nonlinear functions. They will use parent functions and transformations to create graphs of a variety of functions. They will perform operations on functions, compose functions, and identify inverse functions.
- students will graph and analyze power, radical, polynomial, and rational functions. They will use the Remainder and Factor Theorems, as well as long division and synthetic division to find all the zeros of polynomial functions. Then, they will learn to solve radical, polynomial, and rational equations and inequalities.

Enduring Understanding

- Consider rate of change at a point on a graph.
- Study how rate of change varies as a point moves along a graph.
- Determine the domain, range, y-intercept, zeros, maxima and minima of functions using graphs, tables, and symbols.
- Find the continuity, end behavior and limits of a polynomial function, rational function, and radical function.
- Sketch the graph of a variety of functions.
- Solve real-world applications involving absolute extrema on a closed interval.

- Identify functions that can be used to model real-world data sets.
- Perform operations on functions, compose functions, and identify inverse functions.
- Understand and apply the Remainder and Factor Theorems.
- Identify solutions of nonlinear equations and inequalities.

Essential Questions

- In what different ways can functions be used to model real-world data sets?
- What are the important characteristics on the graph of a function?
- What are end behavior and limits and how do they relate to a function?
- What is the relationship between the slope of a linear function and the rate of change of a nonlinear function?
- How can you perform operations on functions?
- What are composite functions and inverse functions?
- How can you tell if two functions are inverses of each other?
- What are the important characteristics of radical, polynomial and rational functions?
- What are the Remainder and Factor Theorems and why are they important?
- What strategies can you use to solve different types of equations?
- How can you identify the solutions of inequalities?

Exit Skills

By the end of Unit 1, Pre-Calc. / Trig. students should know:

- How to describe subsets of real numbers.
- How to identify and evaluate functions and state their domains, ranges y-intercepts, and zeros.
- How to evaluate the continuity, end behavior, limits, and extrema of a function.
- How to calculate the rates of change of nonlinear functions.
- How to identify parent functions and transformations.
- How to perform operations with functions, identify composite functions, and calculate inverse functions.
- How to use the properties of polynomial functions to sketch their graphs.
- How to graph and analyze power, radical, polynomial, and rational functions.
- How to divide polynomials using long division and synthetic division.
- How to use the Remainder and Factor Theorems.
- How to find all zeros of polynomial functions.
- How to solve radical and rational equations.
- How to solve polynomial and rational inequalities.

New Jersey Student Learning Standards (NJSLS)

MA.K-12.1	Make sense of problems and persevere in solving them.

MA.K-12.2	Reason abstractly and quantitatively.
MA.F-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If □ is a function and □ is an element of its domain, then □(□) denotes the output of □ corresponding to the input □. The graph of □ is the graph of the equation □ = □(□).
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.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
MA.K-12.5	Use appropriate tools strategically.
MA.F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
MA.A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.
MA.A-SSE.B.3b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
MA.F-IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
MA.K-12.7	Look for and make use of structure.
MA.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
MA.F-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.
MA.F-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
MA.F-IF.C.7c	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
MA.A-APR.A	Perform arithmetic operations on polynomials
MA.F-IF.C.7d	Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
MA.A-APR.B.2	Know and apply the Remainder Theorem: For a polynomial □(□) and a number □, the remainder on division by □ – □ is □(□), so □(□) = 0 if and only if (□ – □) is a factor of □(□).
MA.A-APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
MA.F-IF.C.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
MA.A-APR.D.6	Rewrite simple rational expressions in different forms; write □(□)/□(□) in the form □(□) + □(□)/□(□), where □(□), □(□), □(□), and □(□) are polynomials with the degree of □(□) less than the degree of □(□), using inspection, long division, or, for the more complicated examples, a computer algebra system.
MA.F-BF.A.1	Write a function that describes a relationship between two quantities.
MA.A-APR.D.7	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
MA.F-BF.A.1b	Combine standard function types using arithmetic operations.

MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.F-BF.A.1c	Compose functions.
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.F-BF.B.3	Identify the effect on the graph of replacing □(□) by □(□) + □, □□(□), □(□□), and □(□ + □) for specific values of □ (both positive and negative); find the value of □ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
MA.A-REI.A.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
MA.F-LE.B.5	Interpret the parameters in a linear or exponential function in terms of a context.

Interdisciplinary Connections

9-12.HS-ETS1-4.4.1	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions— including energy, matter, and information flows— within and between systems at different scales.
9-12.HS-ETS1-4.5	Using Mathematics and Computational Thinking
9-12.HS-ETS1-4.5.1	Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems.
9-12.HS-PS1-8.2.1	Develop a model based on evidence to illustrate the relationships between systems or between components of a system.

Learning Objectives

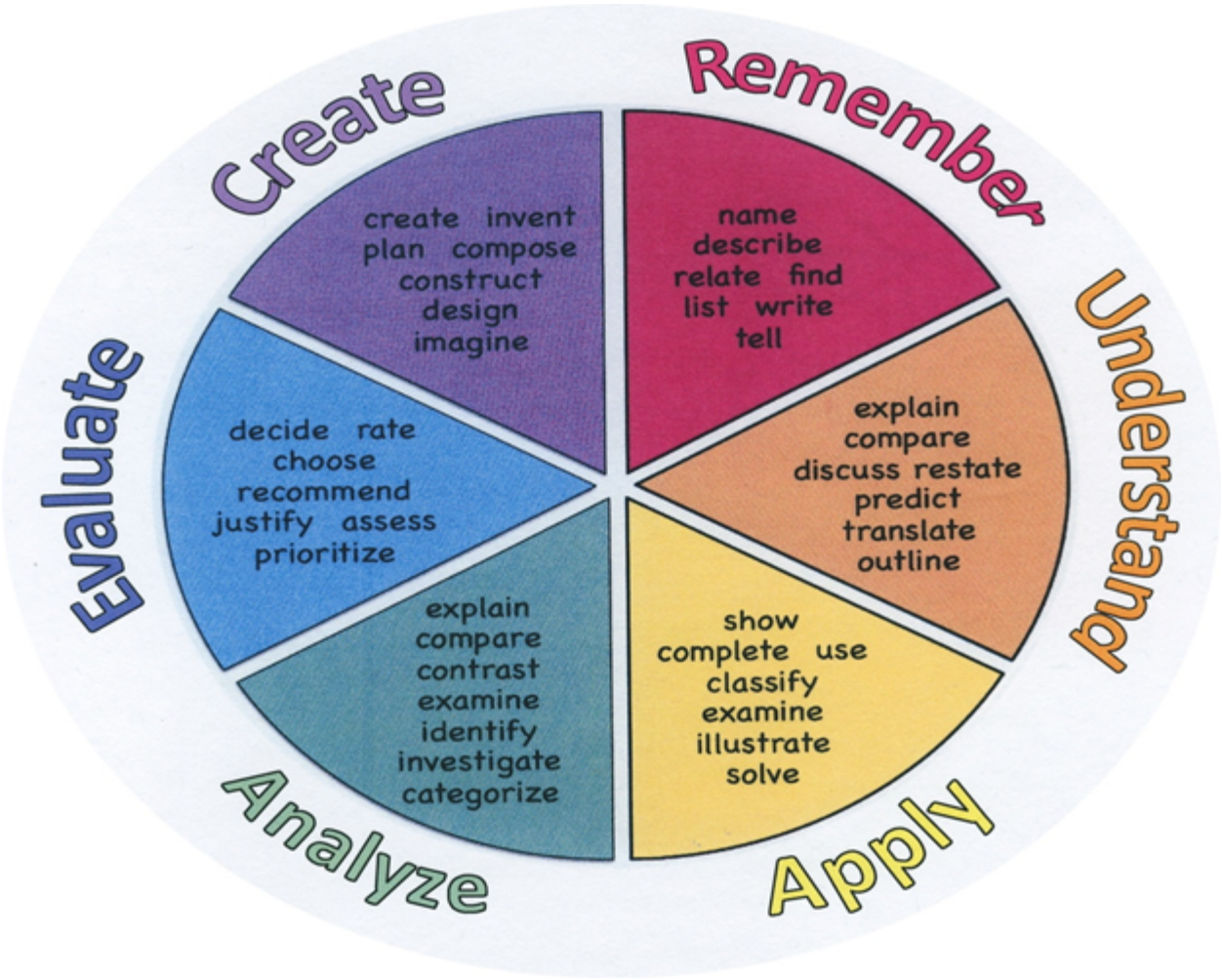
Students will be able to:

- Perform operations with complex numbers.
- Graph and solve quadratic equations.
- Simplify expressions in radical and exponential form.
- Use various techniques to solve systems of equations.
- Solve systems of inequalities by graphing.
- Describe subsets of real numbers.
- Identify and evaluate functions and state their domains and ranges.
- Use graphs of functions to estimate function values and find domains, ranges, y-intercepts, and zeros of functions.
- Explore symmetries of graphs, and identify even and odd functions.
- Use limits to determine the continuity of a function, and apply the Intermediate Value Theorem to continuous functions.
- Use limits to describe end behavior of functions.
- Determine intervals on which functions are increasing, constant, or decreasing, and determine maxima and minima of functions.
- Determine the average rate of change of a function.
- Identify, graph, and describe parent functions.
- Identify and graph transformations of parent functions.
- Perform operations with functions.
- Find compositions of functions.
- Use the horizontal line test to determine inverse functions.
- Find inverse functions algebraically and graphically.
- Graph and analyze power functions and radical functions.

- Graph polynomial functions and interpret polynomial functions as models of real-world data.
- Divide polynomials using long division and synthetic division.
- Use the Remainder and Factor Theorems to analyze polynomial functions.
- Find real and complex zeros of polynomial functions.
- Analyze, graph, and solve rational equations.
- Solve polynomial and rational inequalities.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Online textbook practice problems, study guides, and worksheets
- Desmos Classroom Activities, such as "Card Sort: Functions" activity
- Higher-order thinking tasks, such as Illustrative Mathematics task "Graphing the Difference"
- Practice activities from ALEKS, KUTA Software, Khan Academy, etc., such as "Finding values and intervals where the graph of a function is zero, positive or negative"

Assessment Evidence - Checking for Understanding (CFU)

- Regular Exit Tickets to assess individual learning objectives (Formative)
- Quizzes to assess groups of learning objectives - at least one quiz for each chapter (Chapters 1 and 2) (Summative)
- Chapter Tests given at least once per chapter - at least 2 tests in this unit (Chapters 1 and 2) *Summative)

- Common Quarterly/Benchmark Exams - Quarter 1 Exam for this unit (Benchmark)
- Web-Based Assessments (using Google Forms, ALEKS, Edulastic, Khan Academy, etc.) (Formative/Summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments

Primary Resources & Materials

- Glencoe McGraw-Hill Precalculus 2014
- Practice Glencoe Precalculus
- Study Guide Glencoe Precalculus

- connected.mcgraw-hill.com

Ancillary Resources

- Glencoe McGraw-Hill Algebra 2 2014
- ALEKS
- Kuta Software

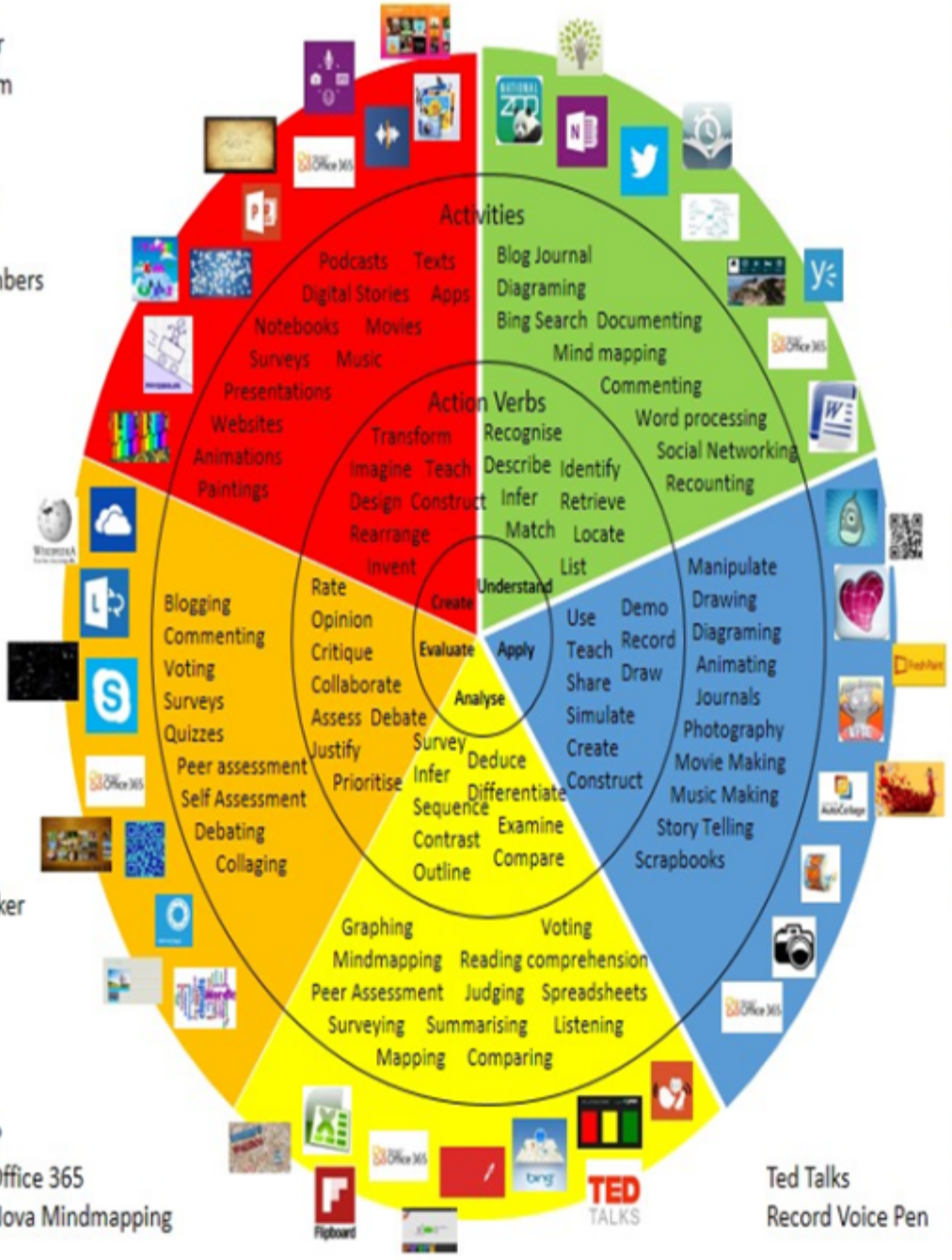
Technology Infusion

- Smart TV - Display and interact with lessons and activities
- Chromebooks - students access activities, slides, and practice problems
- Google Classroom - Slides, Forms, Drive, etc.
- ALEKS - Students practice individual learning objectives such as "Finding domain and range from the graph of a continuous function"
- Desmos - Students interact with classroom activities or use graphing software to graph and analyze functions
- YouTube - Students watch videos to deepen understanding of specific concepts throughout the unit
- Khan Academy - Students practice individual learning objectives, such as "Modeling with composite functions"
- Calculator/Graphing calculator - Students perform calculations or graph and analyze functions
- Edulastic - Students complete assessments and checks for understanding
- KUTA Software - Teacher generates a variety of assessments and practice problems for individual learning objectives or groups of learning objectives
- Pear Deck - Teacher presents information through an interactive slide show presentation

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

Differentiation

- Small group instruction - Teacher utilizes small groups to remediate or enrich specific topics with different groups of students, as necessary.
- Study guides - Teacher provides students with study guides prior to quizzes and tests.
- Problem-based learning - Teacher introduces topics to students as part of a project, such as creating functions to model complex situations.
- Open-ended activities - Students complete activities with multiple entry points and more than one possible solution.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides

- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Learning contracts
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in student's IEP/504 - Teacher modifies tests/assesments as necessary.

- Additional time for skill mastery - Teacher allows students additional time to master particular learning objectives.
- Center-Based Instruction - Teacher utilizes different sets of stations/centers in order to differentiate and provide students with varied learning settings.
- Modify assignments/tests - Teacher modifies tests/assesments by, for example, writing multi-part answers for questions that require students to complete multiple steps.
- Utilize computers or electronic devices - Teacher uses chromebooks and smart TV to provide students with visualizations of graphs/models and allow students to interact with them them.
- Extended time on tests/quizzes - Teacher allows students to have extended time on tests/quizzes as dictated by their IEP/504.
- Use of calculator on tests/quizzes - Students are allowed to use calculators on tests/quizzes.
- Use of study guide, reference sheets, or notes on tests/quizzes - Teacher allows students to use reference sheets or study guides on tests/quizes that contain information such as transformation rules

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Using videos, illustrations, pictures and drawings to explain or clarify - Teacher provides tools such as visualizations of graphs that students can interact with.
- Eliminate nonessential information - Teacher explains concepts using only the vocabulary that is essential to understand a concept.

- Tutoring by peers - Teacher allows peers to explain concepts to ELL students.
- Allow students to correct errors - Teacher allows students to gain back points by correcting their errors on a test/quiz.
- Modify assignments/tests - Teacher modifies tests/assesments by, for example, writing multi-part answers for questions that require students to complete multiple steps.
- Use of study guide, reference sheets, or notes on tests/quizzes - Teacher allows students to use reference sheets or study guides on tests/quizes that contain information such as transformation rules.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

At Risk

- Decrease the amount of work presented or required - Teacher allows students to submit less work, for example, only complete 3 out of the 5 practice problems for a specific learning objective.
- Using videos, illustrations, pictures, and drawings to explain or clarify - Teacher provides tools such as visualizations of graphs that students can interact with.
- Tutoring by peers - Teacher allows peers to explain concepts to at risk students.
- Providing study guides - Teacher provides students with study guides prior to quizzes and tests. For example, a variety of practice problems related to the topics being assessed.
- Allowing students to correct errors - Teacher allows students to gain back points by correcting their errors on a test/quiz.
- Allowing students to select from given choices - Teacher gives students a choice of activities to complete, such as draw a graph, create an equation, or write a sentence to model a situation.
- Allowing the use of notes, study guides, or reference sheets on tests/quizzes - Teacher allows students to use reference sheets or study guides on tests/quizes that contain information such as transformation rules.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class - Teacher allows students to use their understanding of functions to model a specific problem of their choosing.
- Complete activities alligned with above grade level standards - Students graph functions that are more complex, such as more advanced functions.
- Utilize problem-based learning for greater depth of knowledge - Teacher introduces topics to students as part of a project, such as creating functions to model complex situations.
- Allow students to work at a faster pace - Teacher provides resources for students to move ahead if they are able to demonstrate mastery of learning objectives at a faster pace.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name: Unit 1: Functions & Graphs

NJSLS: Linked below

Interdisciplinary Connection: Linked below

Statement of Objective: Students will be able to find all real zeros of polynomial functions.

Anticipatory Set/Do Now: Students will use the Remainder Theorem, Factor Theorem, long division, and/or synthetic division to determine if specified binomials are factors of a given polynomial equation.

Learning Activity: Using their knowledge of factors from previous lessons, students will discuss, as a class, strategies for finding all possible real zeros of a polynomial. Then, in small groups, students will practice finding all real zeros different polynomial functions. Teacher will circulate and assist as needed.

Student Assessment/CFU's: Teacher will check for understanding periodically throughout lesson. As students work in small groups, teacher will circulate and assess the understanding of each group. At the end of class, students will answer a question as an exit ticket to assess overall understanding.

Materials: Smart TV, Chromebooks, online textbook

21st Century Themes and Skills: Linked below

Differentiation/Modifications: Small group instruction, multisensory approaches, problem-based learning, open-ended activities, flexible grouping, utilize computers or electronic devices

Integration of Technology: Smart TV, Chromebooks

MA.A-APR.B.2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
MA.A-APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.