

# Unit 01: Functions and Their Graphs (week 1-8)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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MA.F-IF	Interpreting Functions
MA.F-IF.A	Understand the concept of a function and use function notation
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 $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .
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.F-IF.B	Interpret functions that arise in applications in terms of the context
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.F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
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.F-IF.C	Analyze functions using different representations
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.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.F-IF.C.8b	Use the properties of exponents to interpret expressions for exponential functions.
MA.F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
MA.F-BF.A	Build a function that models a relationship between two quantities
MA.F-BF.A.1	Write a function that describes a relationship between two quantities.
MA.F-BF.A.1b	Combine standard function types using arithmetic operations.
MA.F-BF.A.1c	Compose functions.

MA.F-BF.B	Build new functions from existing functions
MA.F-BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $kf(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
MA.F-BF.B.4	Find inverse functions.
MA.F-BF.B.4a	Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse.
MA.F-BF.B.4b	Verify by composition that one function is the inverse of another.
MA.F-BF.B.4c	Read values of an inverse function from a graph or a table, given that the function has an inverse.
MA.F-BF.B.4d	Produce an invertible function from a non-invertible function by restricting the domain.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

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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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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Capacities of the Literate Individual  
 Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

MATH.K-12.1	Make sense of problems and persevere in solving them
MATH.K-12.2	Reason abstractly and quantitatively
MATH.K-12.3	Construct viable arguments and critique the reasoning of others
MATH.K-12.4	Model with mathematics
MATH.K-12.5	Use appropriate tools strategically
MATH.K-12.6	Attend to precision
MATH.K-12.7	Look for and make use of structure
MATH.K-12.8	Look for and express regularity in repeated reasoning

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
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CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

## Stage I: Desired Results

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### Transfer/Overview/Rationale

#### Transfer / Overview / Rationale

##### Unit Rationale

The purpose of this unit...

It is very important for students to understand the mathematics within this unit of functions. It is within this unit that the concept of why a relation is a function is explored, and because there is a whole list of functions that will be explored through the rest of the book, it is vital for the students to understand this material. The section of transformations of graphs of functions will be seen again when the students explore trigonometric functions such as  $f(x)=\sin x$  and  $g(x)=\cos x$ . Inverses are also seen with trigonometric functions as well as properties of inverses for exponents and logarithms. The material found within this unit is not just contained within this unit; much of it is the building blocks for the rest of the course as well as instructional guides on how to use mathematics in the real-world.

### Meaning

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### Essential Questions

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#### Essential Questions

- Why are relations and functions represented in multiple ways?
- How are the properties of functions and functional operations useful?

### Enduring Understanding/Indicators of Understanding

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#### Enduring Understanding/Indicators of Understanding

- Relations and functions can be represented numerically, graphically, algebraically, and/or verbally.
- The properties of functions and function operations are used to model and analyze real-world applications and

quantitative relationships.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

- Cartesian Plane
- Distance
- Midpoint
- Intercepts
- Symmetry
- Linear equation
- Parallel and perpendicular
- Function Notation
- Domain and Range
- Zeros
- Increasing / decreasing functions
- Parent functions
- Vertical / horizontal shifts
- Reflections
- Non-ridged transformations
- Composite functions
- Inverses
- Mathematical models

### **Skills**

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Skills

Student will be skilled at ...

- Section 1.1

Use distance and midpoint formula.

Use Pythagorean Theorem to solve right triangles.

Use a coordinate plane to model and solve real life problems.

- Section 1.2

Sketch graphs of equations.

Find x- and y- intercepts of graphs of equations.

Use symmetry to sketch graphs of equations.

Analyze and sketch graphs of circles.

Use graphs of equations to solve real life problems.

- Section 1.3

Use slope and y-intercept to graph linear equations.

Find slopes of lines.

Write linear equations in two variables.

Analyze and use properties of parallel and perpendicular lines.

Use slope and linear equations in two variables to model and solve real world problems.

- Section 1.4

Determine whether relations between two variables are functions.

Use function notation and evaluate functions.

Find domains of functions.

Evaluate difference quotients.

Use functions to model and solve maximum and minimum problems.

- Section 1.5

Use Vertical Line Test to determine functions.

Find the zeros of functions.

Determine intervals of increase and decrease.

Determine relative maximum and relative minimum values of a function.

Use even and odd function relationships to test for symmetry.

- Section 1.6

Identify and graph (parent functions):

1. linear functions.

2. squaring functions.

3. cubic functions.

4. square root functions.

5. reciprocal functions.

6. step functions.

7. piecewise functions.

8. absolute value function.

- Section 1.7

Use vertical and horizontal shift to sketch graphs of functions.

Use reflection to sketch graphs of functions.

Use non-rigid transformations to sketch graphs of functions.

- Section 1.8

Add, subtract, multiply, and divide functions.

Find the composition of one function with another function.

- Section 1.9

Find inverse functions informally.

Verify two functions are inverse functions of one another.

Use technology to determine whether functions have an inverse.

Use the Horizontal Line Test to determine whether functions are one-to-one.

Find inverse functions algebraically.

- Section 1.10

Use the regression feature of a graphing utility to find equations.

### **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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#### Resources and Mentor Texts

- Textbook (Precalculus with Limits Larson and Hostetler)
- Teacher created materials

-powerpoint games

-centers (review stations)

-worksheets

-scavenger hunts

-organizers

- Problems from the web and other textbook (Advanced Mathematics Precalculus with Discrete Mathematics and Data Analysis Richard G. Brown)

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Discussion

Quizzes

Student Engagement sheet

Exit Tickets

Homework/Classwork

## **Learning Activities/Unit of Study**

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## Learning Activities/Unit of Study

- Do Now--problem of the day related to previous learned skills or bellringers problems
- Review/Check Homework - (group check, partner check, whiteboard check)- Lecture
- Lecture
- Work together to understand and practice the skill - partner work/larger group work to read lesson, and practice skills through "On Your Own" problems incorporated throughout each lesson
- Stations - (Small group instruction, skills practice - scavenger hunts, online games, board work)
- Board/White Board Work - (solve problems/practice skills at board, or at seat with individual white boards)
- Kahoot to reinforce skills
- Review and practice skills using a variety of materials - (text, workbook, chromebook, games, activities, discussion)
- Thumbs up/down/sideways - quick formative assessment to gauge students level of understanding
- Scavenger hunts--self-checking, out of seats activity
- Jeopardy style review games
- Relay races--each student does one part of a problem, hands it to the next student to check then completes the next part, etc.
- Socratic--non-multiple choice technology option where students can either "race" or work at the teacher-pace

- Partner/Group investigation where students must create a formula, method, or strategy to solve a problem.
- Students “as teachers” where they present a method or formula they discovered through investigation
- Pear Deck--an interactive online powerpoint where students enter answers, watch videos, and record notes from the information shown on their own device as well as projected.
- Videos by Shmoop to introduce or reinforce concepts in an engaging and comical way
- Math created songs to help reinforce concepts
- Online games on chromebooks

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs

students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.