

01 Functions Review

Content Area: **Math**
Course(s):
Time Period: **Full Year**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is an advanced course for those students who have completed Precalculus. The course includes topics of a first semester college calculus program. Major areas of concentration are the theory of limits, differential calculus and its applications, and integral calculus and its applications.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Functions arise whenever one quantity depends upon another.

Functions can be mathematical models of real-world phenomena.

Functions can have multiple representations (equation, table, graph, or in words).

What are significant features of a particular function and how are they represented in various forms of the function?

What similarities and differences arise in particular groups of functions?

What information about function is mostly easily identified from a particular form or representation of that function?

CONTENT AREA STANDARDS

MA.F-BF.A.1	Write a function that describes a relationship between two quantities.
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-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.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.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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS-CLKS

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

LA.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

MA.K-12.1

Make sense of problems and persevere in solving them.

MA.K-12.2

Reason abstractly and quantitatively.

MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.7	Look for and make use of structure.
MA.K-12.8	Look for and express regularity in repeated reasoning.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- A function is a mathematical relation where each element of the range maps to a distinct element in the range.
- Some functions can be classified as either even or odd.
- Function composition is a mathematical operation which evaluates a function at another function; this creates a new function can preserve some of the features of the original functions.
- Domain and range have precise definitions.
- Various transformations on a functions equation have specific and quantifiable effects on the functions graph and vise versa.
- The difference quotient represents the slope or average rate of change between two points on a function.

Procedural Knowledge

Students will be able to:

- Determine if a relation is a function.
- Distinguish between the various types of functions (linear, polynomial, exponential, logarithmic, trigonometric).
- Graph functions (including piecewise functions).

- Determine if a function is even, odd, or neither.
- Create new functions through arithmetic operations and composition.
- Determine the domain and range of a function.
- Graph functions using transformations.
- Calculate the difference quotient for a function.

EVIDENCE OF LEARNING

Formative Assessments

- Student feedback/questioning/observation
- Exit Ticket
- Error analysis
- Specific skill assessment/questions
- Survey/polling
- Reflection questions
- Scored/evaluated class work or homework
- Task completion

Summative Assessments

- Lesson Quizzes
- Unit Test
- Performance Tasks

RESOURCES (Instructional, Supplemental, Intervention Materials)

Textbook - Calculus AP Edition: Finney, et al. ISBN 0-13-201408-4 (Chapter 1)

Internet based resources such as:

[Khan Academy](#)

[Albert.IO](#)

[DeltaMath](#)

Teacher produced materials

INTERDISCIPLINARY CONNECTIONS

An essential understanding of functions is that they can be used to model and predict phenomena in nearly every element of human existence. Functions are used to study economics, biology, physics, communication, politics, art, music and countless more.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.