

Unit 2 Title	Estimated Time Frame
Polynomial Functions and Conics	14 block days
Big Idea (s)	
<p>Extend previous understanding of polynomials. Identify the key features of polynomial functions and interpret graphs of polynomial functions. Add, subtract, multiply, and divide polynomial expressions. Use polynomial identities to multiply and factor polynomial expressions, use multiple theorems as tools to understand the roots of polynomial functions, and transform graphs from cubic or quartic parent functions. Students will identify and use appropriate strategies for understanding and solving problems involving conic sections.</p>	
Essential Question(s)	
<p>What can the rule of a polynomial function reveal about its graph, and what can the graphs of polynomial functions reveal about the solutions of polynomial equations? How can you use polynomial identities to rewrite expressions efficiently? How can you divide polynomials? For what input values is the output value positive, negative, or 0? What happens to the output when the input value gets very large in magnitude? What are the geometric properties of a circle, and how do they relate to algebraic representations of a circle?</p>	
<p>Standards for Mathematical Practice (MP.) - The practice standards in bold describe expertise to be intentionally developed in this unit.</p>	<p>Kentucky Interdisciplinary Literacy Practices (KILP.) - The practice standards in bold describe expertise to be intentionally developed in Mathematics.</p>
<p>MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.</p>	<p>KILP.1 Recognize that text is anything that communicates a message. KILP.2 Employ, develop, and refine schema to understand and create text. KILP.3 View literacy experiences as transactional, interdisciplinary and transformational. KILP.4 Utilize receptive & expressive language arts to better understand self, others, and the world. KILP.5 Apply strategic practices, with scaffolding & then independently, to approach new literacy tasks. KILP.6 Collaborate with others to create new meaning. KILP.7 Utilize digital resources to learn and share with others. KILP.8 Engage in specialized, discipline specific literacy practices. KILP.9 Apply high level cognitive processes to think deeply and critically about text. KILP.10. Develop a literacy identity that promotes lifelong learning.</p>

Common Preconceptions/Misconceptions

- For what input values are the output values positive, negative, or 0?
- Identify where $f(x)$ is increasing, $f(x)$, decreasing, and $f(x)$ changes
- Remind students, that in Geometry, we studied lines and circles, and in Algebra 1, we learned about lines and introduced parabolas. Now, in Algebra 2, we bring in many more types of curves.
- Domain & Range (Interval Notation) / Positive & Negative Areas (Interval Notation) / then Increasing Decreasing (Interval Notation)

KAS Standards	Considerations	Samples of Learning Intentions and Success Criteria
<p>KY.HS.F.1 Understand properties and key features of functions and the different ways functions can be represented.</p> <p>a. 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.</p> <p>b. Using appropriate function notation, evaluate functions for inputs in their domains and interpret statements that use function notation in terms of a context.</p> <p>c. 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.</p>	<p>c. Graphs become useful representations for understanding and comparing functions because these behaviors are often easy to see in the graphs of functions.</p> <p>Key features include but are not limited to:</p> <ul style="list-style-type: none"> • intercepts; • intervals where the function is increasing, decreasing, or remaining constant; • relative maxima and minima; • symmetries; • end behavior; • periodicity. 	<p>We are learning how to identify key features of a polynomial function to help sketch its graph. (F.1.b Lesson 3-2, F.1.c Lesson 3-1)</p> <ul style="list-style-type: none"> • I can identify the domain and range of a function. • I can determine if a relation is a function. • I can evaluate functions for given values of x. • I can determine the intervals where a function is increasing, decreasing or constant. • I can determine the interval(s) where a function is positive, negative, or zero. • I can describe the end behavior of a function.
<p>KY.HS.F.3 Understand the average rate of change of a function over an interval.</p> <p>a. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval.</p> <p>b. Estimate the rate of change from a graph. ★ MP.2, MP.4</p>	<p>The rate of change over an interval is equivalent to the slope between the endpoints of the interval. For linear functions, the rate of change is constant, over all intervals. However, for nonlinear functions, the average rate of change may vary depending on the interval.</p>	<p>We are learning to use equations, tables, and graphs to analyze the rate of change in applied and mathematical contexts. (Lesson 3-1)</p> <ul style="list-style-type: none"> • I can relate slope to average rate of change • I can calculate the rate of change from a graph, equation, or table.

<p>KY.HS.F.4 Graph functions expressed symbolically and show key features of the graph, with and without using technology (computer, graphing calculator). ★</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima and minima.</p> <p>b. Graph square root, cube root and absolute value functions.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available and showing end behavior.</p> <p>d. Graph exponential and logarithmic functions, showing intercepts and end behavior.</p> <p>MP.4, MP.5</p>	<p>Within a family, the functions often have commonalities in the shapes of their graphs and in the kinds of features important for identifying and describing functions.</p> <p>This standard indicates the function families in students' repertoires, detailing which features are required for several key families.</p> <p>Students demonstrate fluency with linear, quadratic and exponential functions, including the ability to graph without using technology. In other function families, students graph simple cases without technology and more complex ones with technology.</p>	<p>We are learning to graph polynomial functions and show the key features of the graph. (Lesson 3-1, 3-5)</p> <ul style="list-style-type: none"> I can identify the end behavior and key features of polynomial functions.
<p>KY.HS.A.2 Use the structure of an expression to identify ways to rewrite it and consistently look for opportunities to rewrite expressions in equivalent forms. MP.7, MP.8</p>	<p>Students see $x^2 - y^2$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares factored as $(x^2 - y^2)(x^2 + y^2)$. Additionally, students see there are three commonly used forms for a quadratic expression:</p> <ul style="list-style-type: none"> Standard form Factored form Vertex form <p>and can identify when one form might be more useful than another.</p>	<p>We are learning to rewrite expressions in equivalent forms. (Lesson 3-3, 3-4, and 3-5)</p> <ul style="list-style-type: none"> I can identify ways to factor expressions based on the structure of the expression.
<p>KY.HS.A.3 Choose and produce an equivalent form of an expression to reveal and explain the properties of the quantity represented by the expression. ★</p> <p>a. Write the standard form of a given polynomial and identify the terms, coefficients, degree, leading coefficient, and constant term.</p> <p>b. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>d. (+) Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. MP.5, MP.7</p>	<p>b. Students recognize the connection between the zero product property and solving a quadratic in one variable by setting factored expressions equal to zero.</p>	<p>We are learning to model and solve problems using the zeros of a polynomial function. (Lesson 3-4, 3-5)</p> <ul style="list-style-type: none"> I can identify the zeros of a function by factoring or using synthetic division. I can use zeros of a polynomial function to sketch a graph. I can explain the connection between the factored form of a quadratic expression and the zeros of the function it defines.

KY.HS.A.7 Identify roots of polynomials when suitable factorizations are available. Know these roots become the zeros (x-intercepts) for the corresponding polynomial function.
MP.2, MP.5, MP.7

We are learning to identify roots of polynomials and relate them to the graph. **(Lesson 3-3, 3-5)**

- I can identify ways to factor expressions based on the structure of the expression to find roots of a polynomial.

Supporting Standards

KY.HS.A.5 Add, subtract, and multiply polynomials. **MP.7, MP.8 (Lesson 3.2)**

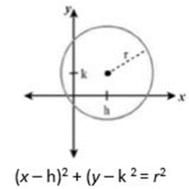
Considerations:

Students combine like terms and make use of the distributive property when adding, subtracting, and multiplying polynomials.

KY.HS.F.6 Write a function that describes a relationship between two quantities. ★

b. Combine standard function types using arithmetic operations.

MP.4, MP.7



KY.HS.G.19 Understand the relationship between the algebraic form and the geometric representation of a circle.

a. Write the equation of a circle of a given center and radius using the Pythagorean Theorem. **(Lesson 9-2)**

b. (+) Derive and write the equation of a circle of a given center and radius using the Pythagorean Theorem.

c. (+) Complete the square to find the center and radius of a circle given by an equation

MP.6, MP.8

KY.HS.G.20 (+) Derive the equations of conic sections.

a. Derive the equation of a parabola given a focus and directrix.

b. Derive the equations of ellipses and hyperbolas given the foci, using the sum or difference of distances from the foci is constant.

MP.2, MP.7

Parabolas: $y - k = a(x - h)^2$
 $x - h = a(y - k)^2$

Circles: $(x - h)^2 + (y - k)^2 = r^2$

Ellipse: $\frac{(x-h)^2}{a^2} + \frac{(y-k)^2}{b^2} = 1$

Hyperbola: $\frac{(x-h)^2}{a^2} - \frac{(y-k)^2}{b^2} = 1$

Essential Vocabulary

<p>Polynomial Functions</p>	<p>Conic section:</p>
<p> Degree of a polynomial Leading coefficient Polynomial function Relative maximum Relative minimum Standard form of a polynomial Turning point Commutative property Associate property Distributive property Binomial Binomial Theorem Identity Pascal’s Triangle Factor Theorem Remainder Theorem Synthetic Division Zero of a function Zero product property </p>	<p> Directrix Standard form of the equation of a circle Focus of a parabola Center Ellipse Foci of an ellipse Major axis Minor axis Center/Foci/Vertices of hyperbola Hyperbola </p>

Common Assessment

Common Assessment Unit 2 Algebra 2

Anchor Resources

<p>enVision Topic 3 - Polynomial Functions</p>	<p>enVision Topic 9 - Conic Sections</p>
<p> MILC - MILC Topic 3 resources Polynomial Functions FAL (one per semester): Representing polynomials graphically ***1st Semester FAL for Algebra 2*** 3 Act Math Task - What are the Rules? </p>	<p> MILC - MILC Topic 5 resources Conic Sections FAL (one per semester): Sorting Equations of Circles 2 is one option lots of teachers recommend 3 Act Math Task - Watering the Lawn (after circles) </p>

*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

** Mathematical Practices (A.MP.1- 8) should be evidenced throughout each unit, depending on the tasks.

*** Modeling Standards: Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★). The star symbol sometimes appears on the heading for a group of standards; in that case, it should be understood to apply to *all* standards in that group.