







Algebra 2 Level B Unit 4

Marking Period	Unit Title	Recommended Instructional Days
2	Quadratic Functions	18 - 22 days
<b>Domain: Number and Quantity, Algebra, Functions</b>		
<p><i>NJSLS Strand:</i></p> <p><b>Key:</b></p> <p> Major Cluster</p> <p> Supporting Cluster</p> <p> Additional Cluster</p> <p> <b>N.CN.A.1</b> Know there is a complex number <math>i</math> such that <math>i^2 = -1</math>, and every complex number has the form <math>a + bi</math> with <math>a</math> and <math>b</math> real.</p> <p> <b>N.CN.A.2.</b> Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p> <b>N.CN.C.7.</b> Solve quadratic equations with real coefficients that have complex solutions.</p>	<p><i>Progress Indicator:</i></p> <p><b>Tests • Quizzes • Practice problems for homework • Online textbook • Worksheets • Leveled assessments</b></p>	<p style="text-align: center;"><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b></p> <p><b>Essential Question/s:</b>  <b>What are the advantages of a quadratic function in vertex form?</b>  <b>How do you use quadratic functions to model situations and solve problems?</b>  <b>How do we use the imaginary unit to express complex numbers in terms of <math>i</math>?</b></p> <p><b>Activity Description:</b>            Vertex Form of a Quadratic Function            Standard Form of a Quadratic Function            Solving Quadratics by graphing and the Zero Product Property            Complex Numbers and Operations            Solving Quadratics using Square Roots            The Quadratic Formula</p> <p><b>Interdisciplinary Connections: Music</b>            A manager estimates a band's profit <math>p</math> for a concert by using the function <math>p(t) = -200t^2 + 2500t - c</math>, where <math>t</math> is the price per ticket and <math>c</math> is the band's operating cost. The table shows the band's operating cost at three different concert locations. What range of ticket prices should the band charge at each location in order to make a profit of at least \$1000 at each concert?</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;"><b>Band's Costs</b></p> </div>

**A-SSE.A.2.** Use the structure of an expression to identify ways to rewrite it.  
**A-SSE.B.3a.** Factor a quadratic expression to reveal the zeros of the function it defines.  
**A-SSE.B.3b.** Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

**A-CED.A.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.*

**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.

**A-CED.A.3.** Represent constraints by equations or inequalities, and by systems of equations and/or

Location	Operating Cost
Freemont Park	\$900
Saltillo Plaza	\$1500
Riverside Walk	\$2500

**Answer:**

**Freemont Park: between \$0.82 and \$11.68**

**Saltillo Plaza: between \$1.10 and \$11.40**

**Riverside Walk: between \$1.61 and \$10.89**

**Content: Artistic Process: Performing/Presenting/Producing**  
**NJSLS#: HS.VPA2-1 - 2-5**

**Example Tasks:**

**Task 1:**

The area of a rectangular garden is expressed by the function

$A(x) = x(8 - x)$ , where the length of the garden is  $x$  feet

and the width of the garden is  $(8 - x)$  feet.

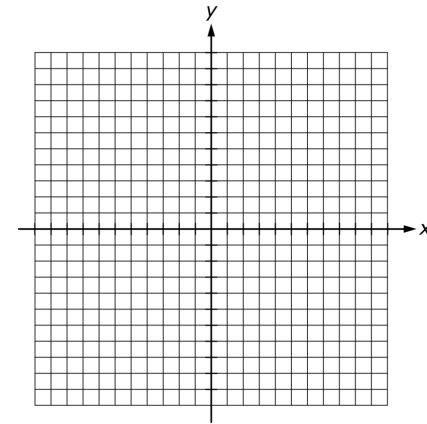
Part A: What values of  $x$  make sense in the context of the problem?

Part B: Graph the function  $A(x)$  in the coordinate plane below for the  $x$ -values you identified in Part A.

inequalities, and interpret solutions as viable or nonviable options in modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

■ **A-REI.A.1.** Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

□ **A-REI.B.4b.** Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives



Part C: What are the dimensions of the garden that will result in the maximum possible area?

**Answer:**

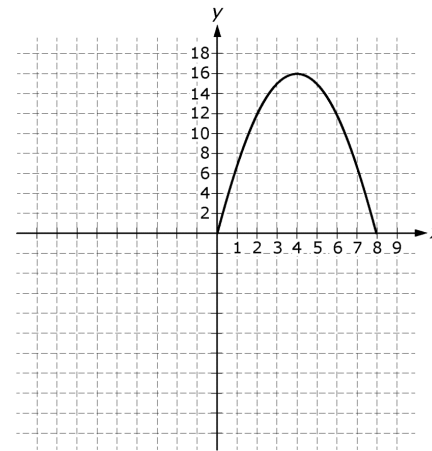
A:  $0 < x < 8$

B:

complex solutions and write them as  $a + bi$  for real numbers  $a$  and  $b$ .

■ **A-REI.D.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 solutions approximately; e.g., using technology to graph 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.\*

■ **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 in a verbal description of the relationship. *Key features include: intercepts;*



C: 4 ft by 4 ft

**Task 2:**

The height above ground,  $h$ , of an arrow  $t$  seconds after being shot straight up into the air can be modeled by the formula  $h(t) = 1.5 + 40t - 4.9t^2$ , where  $t$  is in seconds and  $h$  is in meters. What is the average rate of change of the height, in meters per second, of the arrow over the first three seconds after being shot? Show your work.

**Answer:**

At time  $t = 0$ , the height is  $h = 1.5$  meters. At time  $t = 3$ , the height is  $h = 1.5 + 40(3) - 4.9(3)^2 = 77.4$  meters, so the height changed by 75.9 meters in 3 seconds, and the average

*intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.\**

**F-IF.B.5.** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function  $h(n)$  gives the number of person-hours it takes to assemble  $n$  engines in a factory, then the positive integers would be an appropriate domain for the function. ★ 🌱

**F-IF.C.7.** Graph functions expressed symbolically and show key features if the graph, by hand in simple cases and using technology for more complicated cases.  
a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

**F-IF.C.8.** Write a function defined by an expression in different but equivalent

rate of change of the height is thus  $\frac{75.9}{3} = 25.3$  meters per second.

**Task 3:**

$$\text{Solve : } x^2 - x + 1 = 0$$

**Answer:**

$$x = \frac{1 + i\sqrt{3}}{2} \quad \text{and} \quad x = \frac{1 - i\sqrt{3}}{2}$$

**At the end of each topic please review the Assessment Practice and Performance Tasks questions.**

forms to reveal and explain different properties of the function.

a. 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.

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

○ **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. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

**Performance Task** The Bluebird Bakery sells more cookies when it lowers its prices, but this also changes profits.




The profit function for the cookies is  $f(x) = -500(x - 0.45)^2 + 400$ . This function represents the profit earned when the price of a cookie is  $x$  dollars. The bakery wants to maximize their profits.

**Part A** What is the domain of the function?

**Part B** Find the daily profits for selling cookies for \$0.40 each and for \$0.75 each.

**Part C** What price should the bakery charge to maximize their profits from selling cookies?

**Part D** What is the maximum profit?

		<p> <b>ASSESSMENT PRACTICE</b></p> <p>43. Which of the following are solutions to the equation <math>-11x = 2x^2 + 15</math>? Select all that apply.</p> <p>(A) <math>-5</math>                      (D) <math>\frac{5}{2}</math> (B) <math>-3</math>                      (E) <math>3</math> (C) <math>-\frac{5}{2}</math>                    (F) <math>5</math></p> <p><b>Spot Light on:</b> LGBT and Disabilities Law: N.J.S.A 18A:34-4.35</p> <ul style="list-style-type: none"><li>• Sally Ride: First American woman in space.</li></ul> <p><b>Climate Change</b></p> <ul style="list-style-type: none"><li>• Students may relate the domain of a function <math>c(m)</math> representing the amount of carbon dioxide produced by burning <math>m</math> molecules of ethane (gasoline), to its graph in order to determine the appropriate domain for <math>c(m)</math>.</li></ul>
<p style="text-align: center;"><b>Mathematics Practices</b></p>		
<ol style="list-style-type: none"><li>1. Make sense of problems and persevere in solving them.</li><li>2. Reason abstractly and quantitatively.</li><li>3. Construct viable arguments and critique the reason of others.</li><li>4. Model with mathematics.</li><li>5. Use appropriate tools strategically.</li><li>6. Attend to precision.</li><li>7. Look for and make use of structure.</li><li>8. Look for and express regularity in repeated reasoning.</li></ol>		

<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>		
<p>Self- awareness</p> <p>Social Awareness</p> <p>Self- Management</p> <p>Relationship Skills</p> <p>Responsible Decision-Making</p>	<p>Recognizing the importance of self-confidence in handling daily tasks and challenges.</p> <p>Demonstrate an awareness of the expectations for social interactions in a variety of ways.</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ.</p> <p>Recognize the skills needed to establish and achieve personal and educational goals.</p> <p>Utilize positive communication and social skills to interact effectively with others.</p> <p>Develop, implement, and model effective problem solving and critical thinking skills.</p>		
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Entry and Exit Slips</li> <li>● Quizzes</li> <li>● Self Assessments</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Chapter Tests</li> <li>● Projects</li> <li>● LinkIT</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessment</li> <li>● Standardized Tests</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content:</b></p>			

<b>Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>• Savvas Envision</li> <li>• Achieve the core</li> <li>• Khan Academy</li> <li>• Desmos</li> </ul>	<ul style="list-style-type: none"> <li>• Skill building worksheets</li> <li>• Math Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary for native languages</li> <li>• Videos in their native language.</li> </ul>	<ul style="list-style-type: none"> <li>• Leveled Assessments</li> <li>• Enrichment worksheets</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Chromebooks, Graphing Calculators, Smartboards</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Zoom and Google Meets, Schoology,, Interactive Textbooks</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>• Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review,</li> </ul>	<ul style="list-style-type: none"> <li>• Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related</li> </ul>

	<p><b>restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.</b></p>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept: Creativity and Innovation</b></p>		
	<p><b>Core Ideas:</b></p>	<p><b>With a growth mindset, failure is an important part of success</b></p>	
	<p><b>Performance Expectation/s:</b></p>	<p><b>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</b></p>	
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>		
	<p><b>Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</b></p>		

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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