

**Interpreting Functions****F-IF****Understand the concept of a function and use function notation**

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  $y = f(x)$ .
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .*

**Interpret functions that arise in applications in terms of the context**

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

**Analyze functions using different representations**

7. Graph functions expressed symbolically and show key features of 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.
  - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
  - c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
  - d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
  - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent 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.
  - b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)^{12t}$ ,  $y = (1.2)^{t/10}$ , and classify them as representing exponential growth or decay.*

9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

**Building Functions****F-BF****Build a function that models a relationship between two quantities**

1. Write a function that describes a relationship between two quantities.\*
  - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
  - b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
  - c. (+) Compose functions. *For example, if  $T(y)$  is the temperature in the atmosphere as a function of height, and  $h(t)$  is the height of a weather balloon as a function of time, then  $T(h(t))$  is the temperature at the location of the weather balloon as a function of time.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.\*

**Build new functions from existing functions**

3. Identify the effect on the graph of replacing  $f(x)$  by  $f(x) + k$ ,  $k f(x)$ ,  $f(kx)$ , 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.*
4. Find inverse functions.
  - a. 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. *For example,  $f(x) = 2x^3$  or  $f(x) = (x+1)/(x-1)$  for  $x \neq 1$ .*
  - b. (+) Verify by composition that one function is the inverse of another.
  - c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
  - d. (+) Produce an invertible function from a non-invertible function by restricting the domain.
5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

**Linear, Quadratic, and Exponential Models\*****F-LE****Construct and compare linear, quadratic, and exponential models and solve problems**

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
  - a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
  - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
  - c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.