

# Questions on 7.1?

We'll be taking our content mastery quiz soon!



TI-SmartView™ for the TI-84 Plus

File Edit View Tools Scripts Help

TI-84 Plus Silver Edition  
TEXAS INSTRUMENTS

Intersection  
X=-.5 | C1 Y=0

STAT PLOT F1 TBLSET F2 FORMAT F3 CALC F4 TABLE F5

2ND MODE DEL

ALPHA LINK LIST

TEST A ANGLE B DRAW C DISTR CLEAR

MATH APPS PRGM VARS

MATRIX D SIN<sup>-1</sup> E COS<sup>-1</sup> F TAN<sup>-1</sup> G

LOG 7 8 9

LN 4 5 6

STO 1 2 3

ON 0 . (-) ENTER

Plot2 Plot3  
Y1:  $6x^3 - 21x^2 - 12x$

Equation

X	Y1	Y2
-63	0	0
0	0	0
165	0	0
468	0	0
945	0	0
1632	0	0
2565	0	0

Press + for Δ|▢|

Table

Graph

Key Press History Large Screen

pg 522  
#56  $x = -\frac{1}{2}$   
 $x=0$   
 $x=4$   
 $-\frac{1}{2} < x < 0$   
 $x > 4$

Intersection  
X=-.5 | C1 Y=0

Hide Key Press History

L1 Y CATALOG 0 5 ENTER

TABLE F5 GRAPH 2ND CALC F4 TRACE 5 19

ENTRY SOLVE ENTER

Clear Key Press History

The screenshot displays the TI-SmartView™ interface for a TI-84 Plus Silver Edition calculator. The main window is titled "TI-SmartView™ for the TI-84 Plus" and includes a menu bar (File, Edit, View, Tools, Scripts, Help) and a toolbar. The interface is divided into several sections:

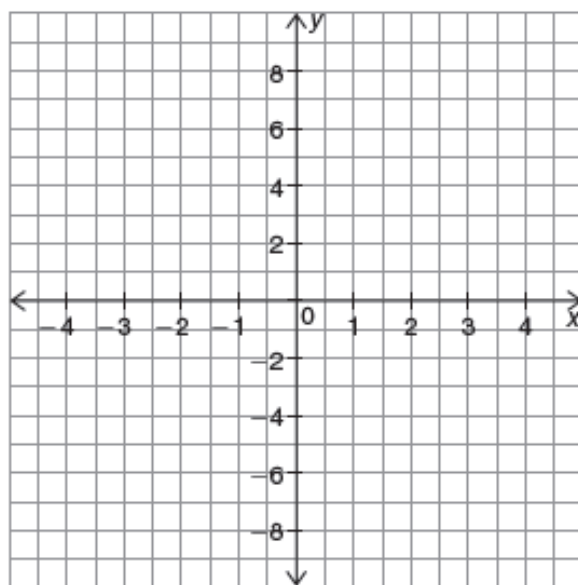
- Calculator View (Left):** Shows a TI-84 Plus Silver Edition calculator with a graph of a cubic function on its screen. The calculator's keypad is visible below the screen.
- Equation Editor (Top Middle):** Displays the equation  $Y_1 = X^3 - 13X^2 + 36$ . Below it, a table shows the values of  $Y_1$  and  $Y_2$  for various  $X$  values.
 

X	Y <sub>1</sub>	Y <sub>2</sub>
0	0	0
84	0	0
336	0	0
864	0	0
1800	0	0
3300	0	0
5544	0	0
- Graph View (Bottom Middle):** A smaller version of the cubic function graph.
- Key Press History (Top Right):** Shows the current mode as "Large Screen".
- Main Graph View (Right):** A large graph of the cubic function  $Y = X^3 - 13X^2 + 36$ . Handwritten blue annotations include:
  - "P522 #50" in the top left corner.
  - Vertical lines at  $x = -3$ ,  $x = -2$ , and  $x = 3$ .
  - Horizontal brackets below the x-axis indicating intervals:  $\{-3 \leq x \leq -2\}$  and  $\{2 \leq x \leq 3\}$ .
- Calculator Keypad (Bottom Right):** A virtual keypad with various function keys like  $x^2$ ,  $x^{-1}$ ,  $\ln$ ,  $\log$ , and standard arithmetic operators.

# Polynomial Inequalities Quiz

Write the solution to the following polynomial as an inequality or inequalities. Graph it if helpful.

$$x^3 + 3x^2 + x + 3 \geq 0$$



7.1  
7.5  
Summary

# The Choice Is Yours

## Comparing Polynomials in Different Representations

7.5

pg.553-554 in your book.

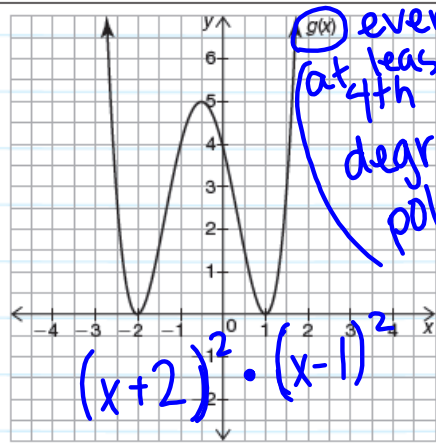
Recall that you can represent a polynomial using a graph, table of values, equation, or description of its key characteristics. The ability to compare functions using different representations is an important mathematical habit. This skill allows you to model problems in different ways, solve problems using a variety of methods, and more easily identify patterns. At times you may need to compare functions when they are in different representations.

When comparing two functions in different forms, it may be helpful to ask yourself a series of questions. Examples include:

- What information is given?
- What is the degree of each function?
- What do I know about all functions of this degree?
- What key characteristics do I need to know?
- How do the functions compare?

Consider two polynomial functions  $f(x)$  and  $g(x)$ . Which polynomial has a greater number of real zeros? Justify your choice.

$$f(x) = -2(x - 1)^3$$



Metacognition is an important mathematical habit that involves mentally asking yourself a series of questions to determine what you know about a problem and how you can reason your way to a solution.



- The Fundamental Theorem of Algebra states that the number of zeros must be equal to the degree of the function. Therefore,  $f(x)$  has 3 zeros.
- The function  $f(x)$  has a real zero at 1 (multiplicity 3), so all zeros are real.
- The graph of  $g(x)$  shows each zero has multiplicity 2, for a total of 4 real zeros.

The function  $g(x)$  has 4 real zeros while  $f(x)$  has 3. Therefore the correct choice is  $g(x)$ .

pg.556 in your book

2. Analyze each pair of representations. Then, answer each question and justify your reasoning.

a. Which function has a greater degree?

A polynomial function $h(x)$ has 1 absolute maximum and 1 relative maximum.	$j(x) = -40(x - 7)^2 + 30x^2 - 17x + 1$
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b. Which function has a greater degree?

<table border="1"> <thead> <tr> <th><math>x</math></th> <th><math>m(x)</math></th> </tr> </thead> <tbody> <tr> <td>-2</td> <td>9</td> </tr> <tr> <td>-1</td> <td>3</td> </tr> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>3</td> </tr> <tr> <td>2</td> <td>9</td> </tr> </tbody> </table>	$x$	$m(x)$	-2	9	-1	3	0	1	1	3	2	9	A polynomial function $n(x)$ has a real zero and an imaginary zero.
$x$	$m(x)$												
-2	9												
-1	3												
0	1												
1	3												
2	9												

c. Which function has a degree divisible by 2?

<table border="1"> <thead> <tr> <th><math>x</math></th> <th><math>p(x)</math></th> </tr> </thead> <tbody> <tr> <td>-2</td> <td>2</td> </tr> <tr> <td>-1</td> <td>4</td> </tr> <tr> <td>0</td> <td>6</td> </tr> <tr> <td>1</td> <td>8</td> </tr> <tr> <td>2</td> <td>10</td> </tr> </tbody> </table>	$x$	$p(x)$	-2	2	-1	4	0	6	1	8	2	10	The function $q(x)$ has only imaginary solutions.
$x$	$p(x)$												
-2	2												
-1	4												
0	6												
1	8												
2	10												



pg.557 in your book

- d. Determine which function has the greater output as  $x$  approaches infinity.

An odd function $r(x)$ with $a < 0$ .	$k(x) = x^6 + x^4 + 3x^2 + 5x - 10,000$
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- e. Determine which function has the greater output as  $x$  approaches negative infinity.

$t(x) = -3(x - 4)^8 + 130$	A quartic function $s(x)$ with $y$ -intercept $(0, 5)$ and all imaginary roots.
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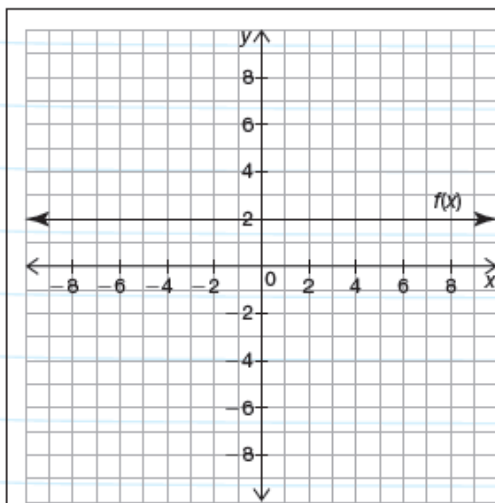
## pg.558 in your book

Many problems in mathematics are unique, without specific step-by-step algorithms that lead to an answer. In Problem 1, *The Best of Both Representations*, you mentally asked yourself a series of metacognitive questions to compare functions in different representations. As you consider additional questions in this lesson, it may be helpful to compare the problems to ones that you have already completed.

Ask yourself:

- How is this problem the same or different than the previous ones that I have already solved?
- What do I know about the function that is given? What can I conclude that is not directly stated?

Consider the representations shown. Which function has a greater y-intercept? Justify your reasoning.



A function  $g(x)$  has an  $a$ -value less than zero and all roots have a multiplicity of 2.

Remember that the  $a$ -value is the coefficient of the leading term. For example, in the function  $f(x) = 5x^2 + 3x + 4$ , the  $a$ -value is 5.



**Solution:**

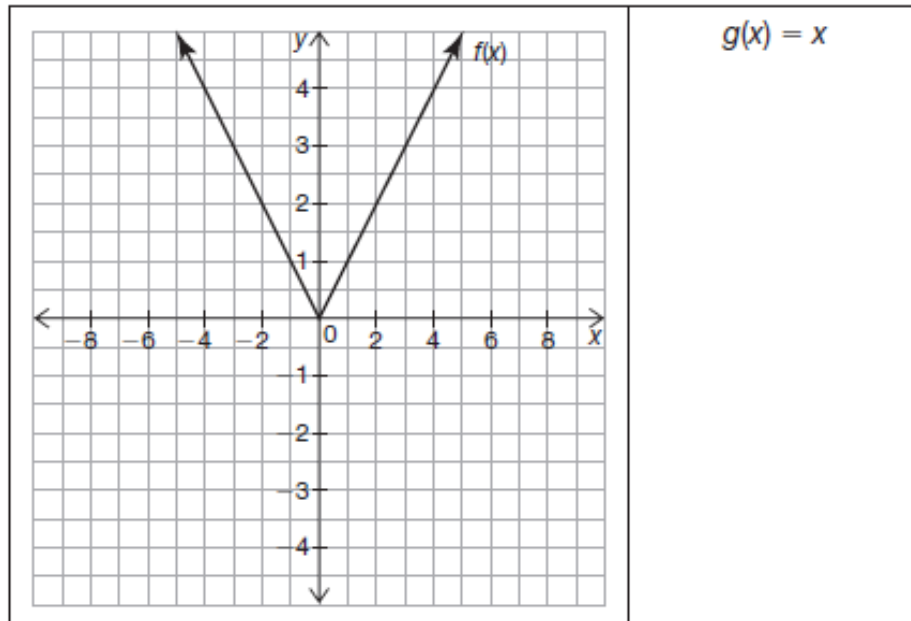
This problem is similar to previous problems in that you must consider functions with restrictions on the  $a$ -value and functions with multiple roots. The problem is also similar in that you must consider an output value for a given input. In this case, the input is 0.

In function  $f(x)$ , the output value is 2 for any given input. Analyzing function  $g(x)$ , the multiplicity 2 tells you that the function is even, and the negative  $a$ -value indicates that the function opens downward. The multiplicity of the roots also tells you that the function does not cross the  $x$ -axis. Instead, it reflects at a given point where the double root occurs.

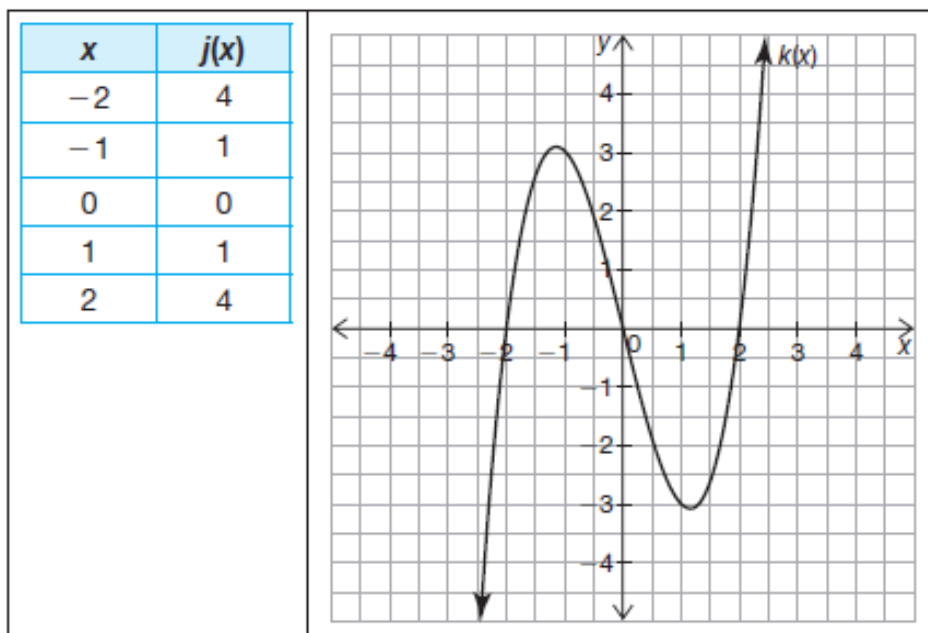
Comparing the two functions, you know that function  $g(x)$  is always below the  $x$ -axis and function  $f(x)$  is above the  $x$ -axis. Therefore,  $f(x)$  has a greater y-intercept.

## pg.560 in your book

2. Analyze each pair of representations. Then, answer each question and justify your reasoning.
- a. Which function has a greater average rate of change for the interval  $(-4, 4)$ ?



- b. Which function has a greater average rate of change for the interval  $(-1, 1)$ ?



finish through pg.563

# Homework

## Finish Lesson 7.5