



Marietta City Schools

2023–2024 District Unit Planner

Honors Algebra: Concepts & Connections

Unit title	Unit 5: Modeling and Analyzing Exponential Expressions and Equations	MYP year	4	Unit duration (hrs)	<i>Enter Hours</i> MSGA- (5 hours per week) MMS- (4.5 hours per week) MHS- (7.5 hours per 2 weeks)
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DOE Standards

Standards

A.PAR.8: Create and analyze exponential expressions and equations to represent and model real-life phenomena; solve exponential equations in mathematically applicable situations.

A.PAR.8.1 Interpret exponential expressions and parts of an exponential expression that represent a quantity in terms of its framework.

Fundamentals

- Students should be able to interpret parts of an expression, such as terms, factors, leading coefficient, coefficients, constant and degree in context.
- Given mathematically applicable situations which utilize formulas or expressions with multiple terms and/or factors, students should be able to interpret the meaning in context of individual terms or factors

A.PAR.8.2 Create exponential equations in one variable and use them to solve problems, including mathematically applicable situations.

Relevance and Application

- Exponential equations are limited to those containing like bases, or exponential equations that could easily be transferred to like bases with linear operations.

A.PAR.8.3 Create exponential equations in two variables to represent relationships between quantities, including in mathematically applicable situations; graph equations on coordinate axes with labels and scales.

Example

- Exponential growth and decay situations are an expectation for this learning objective.

A.PAR.8.4 Represent constraints by exponential equations and interpret data points as possible or not possible in a modeling environment.

Terminology

- Possible data points are solutions to the equation(s); data points that are not possible are non-solutions to the equation(s).

A.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics

A.MM.1.1 Explain applicable, mathematical problems using a mathematical model.

Fundamentals

- Students should be provided with opportunities to learn mathematics in the framework of real-life problems.

- Mathematically applicable problems are those presented in which the given framework makes sense, realistically and mathematically, and allows for students to make decisions about how to solve the problem (model with mathematics).

A.MM.1.2 Create mathematical models to explain phenomena that exist in the natural sciences, social sciences, liberal arts, fine and performing arts, and/or humanities domains.

Fundamentals

- Students should be able to use the content learned in this course to create a mathematical model to explain real-life phenomena.

A.MM.1.4 Use various mathematical representations and structures with this information to represent and solve real-life problems.

Strategies and Methods

- Students should be able to fluently navigate between mathematical representations that are presented numerically, algebraically, and graphically.
- For graphical representations, students should be given opportunities to analyze graphs using interactive graphing technologies.

A.MM.1.5 Define appropriate quantities for the purpose of descriptive modeling.

Fundamentals

- Given a situation, framework, or problem, students should be able to determine, identify, and use appropriate quantities for representing the situation.

Concepts/Skills to support mastery of standards

Students should be able to continue to draw on previous knowledge of expressions to help determine all parts of exponential equations.

Students should use applicable in - context situations to model growth and decay.

Vocabulary

Asymptotic Behavior	Average Rate of Change	Coefficient	Constraint	Continuous	Decay
Decreasing	Domain	End Behavior	Exponential Expression	Exponential Model	Exponential Relationship
Geometric Sequence	Growth	Increasing	Interval Notation	Parameter	Range
Term	x-intercept	y-intercept			

Notation

Function Notation - $f(t)$

Interval Notation - $[.] , (,)$

Set Notation - $D: \{x|x \in R\}$ (Set of all real numbers) , $R: \{y | y \in R\}, \{x|5 \leq x \leq 7\}$

Key concept	Related concept(s)	Global context
Logic A method of reasoning and a system of principles used to build arguments and reach conclusions.	Validity, Quantity, Models	Globalization and Sustainability: Consumption, conservation, natural resources and public goods

Statement of inquiry

The application of logical reasoning principles, including validity and quantity, within mathematical models can enhance our understanding of the relationship between globalization and sustainability, particularly in the context of consumption, conservation of natural resources, and the provision of public goods.

Inquiry questions

Factual—

- What is the formula for growth and decay exponential equations?
- How do I graph an exponential function?
- What does half-life mean?
- What does a growth and a decay function look like on a graph?

Conceptual—

- How can you interpret an exponential function?
- What is the difference between a growth and a decay within an exponential function?

Debatable-

- Is it easier to interpret a graph of an exponential function or the equation?

MYP Objectives	Assessment Tasks	
<p><i>What specific MYP objectives will be addressed during this unit?</i></p>	<p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p><i>List of common formative and summative assessments.</i></p>

MYP A - Unit Quiz	The summative assessment will have questions that ask students to use multiplying cells learning activity to make predictions about sustainability.	Formative Assessment(s): MYP A - Unit Quiz Summative Assessment(s): Unit Assessment
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Approaches to learning (ATL)

<p>Category: Self-Management Skills Cluster: Organization Skill Indicator: Use appropriate strategies for organizing complex information Learning Experience: Multiplying Cells</p> <p>Category: Thinking Skills Cluster: Critical-thinking Skill Indicator: Practice visible thinking strategies and techniques Learning Experience: How Long Will it Take (Diagnostic Assessment and Cell Phones)</p>

Learning Experiences
Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
A.PAR.8 - Create and analyze exponential expressions and equations to represent and model real-life phenomena; solve exponential equations in mathematically applicable situations.	Human Population Through Time (www.youtube.com) (Stop at 4min 40 sec) Description: Use this video and the Notice/Wonder protocol to introduce the concept of exponential growth. Learning Goals: <ul style="list-style-type: none"> ● I can identify an exponential growth/decay function by its graph. ● I understand that an exponential function has a variable rate of change. 	Extending the Learning: Students can list real-world examples/scenarios that are modeled by exponential growth/decay functions.
A.PAR.8.2 - Create exponential equations in one variable and use them to solve problems, including mathematically applicable situations. A.PAR.8.3 - Create exponential equations in two variables to represent relationships	How Long Will it Take (Diagnostic Assessment and Cell Phones) Description: In this learning plan, students will explore the use of exponential functions in the medical and business fields. They will make projections under assumptions of continued growth and assess whether those assumptions are reasonable. They will develop models to determine the level of medicine in the body after a given period.	Extending the Learning: Once students have completed the task, allow time to discuss the findings. Focus on questioning that verifies and deepens students' understanding such as: <ul style="list-style-type: none"> ● How does the initial value change

<p>between quantities, including in mathematically applicable situations; graph equations on coordinate axes with labels and scales.</p>	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● I can create exponential equations and use them to solve problems. ● I can create exponential functions to represent the relationship between two variables. ● I can explore exponential phenomena ● I can analyze exponential equations 	<p>the function?</p> <ul style="list-style-type: none"> ● How do we use exponential functions to represent real-life situations? ● What is happening to the function as it approaches the x-intercept? ● How can we tell if we have exponential growth or decay based on the equation?
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Content Resources

Textbook Correlation: enVision A|G|A - Algebra 1

A.PAR.8.1 - Lesson 6-2, 6-3
A.PAR.8.2 - Lessons 6-1
A.PAR.8.3 - Lesson 6-3, Topic 6 - Mathematical Modeling in 3 Acts
A.PAR.8.4 - Lessons 6-3

YouTube
ATL Skills - [TEDEd](#)
A.PAR.8 - [Erin's Essential Questions Playlist: Introduction to Exponential Functions](#)

Ed Puzzle

Khan Academy