

MP2c-Exponents and Exponential Functions

Content Area: **Math**
Course(s): **Math 8 Algebra 1 Honors**
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Essential Questions

- What factors can affect good decision making?

Big Ideas

- Extend the properties of exponents to rational exponents.
- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Represent and solve equations and inequalities graphically.
- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.

Technology Connection

8.1.8.ETW.2 Identify the natural resources needed to create a product.

Enduring Understandings

The Real Number System

N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.

N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Seeing Structure in Expressions

A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

A.SSE.3c Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Reasoning with Equations & Inequalities

A.REI.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 the solutions approximately, e.g., using technology to graph the 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.

Interpreting Functions

F.IF.3 [M] 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 $n \geq 1$.

F.IF.5 [M] 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.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.

F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F.IF.8b 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.

Building Functions

F.BF.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.

F.BF.1b 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.

F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms

F.BF.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.

Linear, Quadratic, & Exponential Models

- F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.
- F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Mathematical Practices Focus

1. Make sense of problems and persevere in solving them. Lessons 0-1, 1-8, 2-4, 3-4, 4-5, 5-4, 6-4, 7-5, 8-8, 9-3, 10-5, 11-1, 12-4
2. Reason abstractly and quantitatively. Lessons 1-3, 2-1, 3-3, 4-1, 5-1, 6-5, 7-2, 8-5, 9-1, 10-3, 11-8, 12-2
3. Construct viable arguments and critique the reasoning of others. Lessons 1-3, 2-5, 3-5, 4-2, 5-5, 6-1, 7-4, 8-1, 9-2, 10-4, 11-2, 12-1
4. Model with mathematics. Lessons 1-1, 2-9, 3-2, 4-5, 5-1, 6-5, 7-6, 8-7, 9-7, 10-4, 11-7, 12-5
5. Use appropriate tools strategically. Lessons 1-4, 2-4, 3-2, 4-4, 5-6, 6-1, 7-5, 8-2, 9-6, 10-6, 11-8, 12-3
6. Attend to precision. Lessons 1-3, 2-8, 3-4, 4-2, 5-2, 6-6, 7-4, 8-9, 9-5, 10-1, 11-6, 12-2
7. Look for and make use of structure. Lessons 1-2, 2-5, 3-6, 4-1, 5-5, 6-3, 7-7, 8-6, 9-6, 10-2, 11-2, 12-8
8. Look for and express regularity in repeated reasoning. Lessons 1-4, 2-7, 3-1, 4-1, 5-4, 6-1, 7-1, 8-4, 9-3, 10-2, 11-5, 12-6