



Marietta City Schools
2025-2026 District Unit Planner

Enhanced Algebra: Concepts & Connections (Grade 8)

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|-------------------|---|-----------------|---|----------------------------|--------------|
| Unit title | <i>Unit 5: Modeling and Analyzing Exponential Expressions, Equations, and Functions</i> | MYP year | 4 | Unit duration (hrs) | 15-18.75 HRS |
|-------------------|---|-----------------|---|----------------------------|--------------|

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
 - 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 between quantities, including in mathematically applicable situations; graph equations on coordinate axes with labels and scales.
 - A.PAR.8.4** Represent constraints by exponential equations and interpret data points as possible or not possible in a modeling environment.
- A.FGR.9:** Construct and analyze the graph of an exponential function to explain a mathematically applicable situation for which the graph serves as a model; compare exponential with linear and quadratic functions.
- A.FGR.9.1** Use function notation to build and evaluate exponential functions for inputs in their domains and interpret statements that use function notation in terms of a context.
 - A.FGR.9.2** Graph and analyze the key characteristics of simple exponential functions based on mathematically applicable situations.
 - A.FGR.9.3** Identify the effect on the graph generated by an exponential function when replacing $f(x)$ with $f(x) + k$, and $k f(x)$, for specific values of k (both positive and negative); find the value of k given the graphs.
 - A.FGR.9.4** Use mathematically applicable situations algebraically and graphically to build and interpret geometric sequences as functions whose domain is a subset of the integers.
 - A.FGR.9.5** Compare characteristics of two functions, each represented in a different way.
- 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.
 - 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.
 - A.MM.1.4** Use various mathematical representations and structures with this information to represent and solve real-life problems.
 - A.MM.1.5** Define appropriate quantities for the purpose of descriptive modeling.

A.MP.1-8 : Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.

Concepts/Skills to support mastery of standards

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

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 between quantities, including in mathematically applicable situations; graph equations on coordinate axes with labels and scales.

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

A.FGR.9.1 Use function notation to build and evaluate exponential functions for inputs in their domains and interpret statements that use function notation in terms of a context.

A.FGR.9.2 Graph and analyze the key characteristics of simple exponential functions based on mathematically applicable situations.

A.FGR.9.3 Identify the effect on the graph generated by an exponential function when replacing $f(x)$ with $f(x) + k$, and $k f(x)$, for specific values of k (both positive and negative); find the value of k given the graphs.

A.FGR.9.4 Use mathematically applicable situations algebraically and graphically to build and interpret geometric sequences as functions whose domain is a subset of the integers.

A.FGR.9.5 Compare characteristics of two functions, each represented in a different way.

MCS Gifted Standards:

MSC.Gifted.S2B-Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MSC.Gifted.S4B- Recognize and examine the value of others strengths, thoughts, ideas, and feelings during collaboration.

Vocabulary

[K-12 Mathematics Glossary](#)

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|----------------------|------------------------|------------------------|------------------------|--------------------------|----------------------|---------------------|
| 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 |
| half-life | simple interest | compound interest | horizontal translation | stretch | compression | strictly decreasing |
| interval of increase | strictly increasing | interval of decrease | transformations | infinity | vertical translation | negative infinity |
| exponential decay | zero | exponential growth | parent function | exponential | exponent | |

Notation

Function Notation -

 $f(t)$ Interval Notation - $[\cdot]$, (\cdot) 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 | Generalization, Pattern, Representation | Scientific and Technical Innovation |

Statement of inquiry

Patterns and representations create relationships that can be used to determine opportunity and risk.

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 | |
|---|---|---|
| <i>What specific MYP objectives will be addressed during this unit?</i> | Relationship between summative assessment task(s) and statement of inquiry: | <i>List of common formative and summative assessments.</i> |
| MYP A: Knowing and Understanding | Summative assessment will have questions that ask students to use multiplying cells learning activity to make predictions about sustainability. | <u>Formative Assessment(s):</u> Unit 5 - CFA <u>Summative Assessment(s):</u> Unit 5 - Summative Assessment Unit 5 - Retest MYP Project - DOE "Paper Folding"- Criteria A |
| Approaches to learning (ATL) | | |
| Category: Self - Management Skill Cluster: Organization Skill Indicator: Use appropriate strategies for organizing complex information | | |

| <u>Learning Experiences</u> 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. | The Marvel of Medicine https://lor2.gadoe.org/gadoe/file/f8349bc4-2cc0-4260-89bd-be4c270b3daf/1/The-Marvel-of-Medicine-Student-Reproducible.pdf (Student Document) | Supporting the Learning: The teacher can request the students to explain connections between their mathematical understanding and reasoning with drawings, diagrams, and other representations. This will allow the teacher to address any misconceptions the |

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| <p>A.PAR.8.1 Interpret exponential expressions and parts of an exponential expression that represent a quantity in terms of its framework</p> <p>A.PAR.8.2 Create exponential equations in one variable and use them to solve problems, including mathematically applicable situations.</p> <p>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.</p> <p>A.PAR.8.4 Represent constraints by exponential equations and interpret data points as possible or not possible in a modeling environment.</p> <p>A.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics</p> <p>A.MM.1.1 Explain applicable, mathematical problems using a mathematical model.</p> <p>A.MP.1-8 : Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.</p> | <p>https://lor2.gadoe.org/gadoe/file/f8349bc4-2cc0-4260-89bd-be4c270b3daf/1/The-Marvel-of-Medicine.pdf (Teacher Document)</p> <p>Description: In this learning plan, students will explore the use of exponential functions in the medical field to determine medicine dosages as well as the level of medicine in a patient’s body.</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • I can apply exponential equations to real-life situations. • I can analyze exponential equations in context. | <p>students have on the task of finding the output of an exponential function.</p> <p>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: How does the initial value change the function? O 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?</p> |
| <p>A.PAR.8: Create and analyze exponential expressions and equations to represent and model real-life phenomena; solve exponential equations in mathematically applicable situations.</p> | <p>How Long Will It Take?</p> <p>https://lor2.gadoe.org/gadoe/file/fc960e51-fa50-440b-a079-cbf2b5386654/1/How-Long-Will-It-Take-Student-Reproducible.pdf</p> | <p>Supporting the Learning: Provide a review of converting units by using dimensional analysis and explain its importance in a real-world scenario. The teacher can request the students to explain</p> |

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| <p>A.PAR.8.2 Create exponential equations in one variable and use them to solve problems, including mathematically applicable situations.</p> <p>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.</p> <p>A.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics</p> <p>A.MM.1.1 Explain applicable, mathematical problems using a mathematical model.</p> <p>A.MM.1.4 Use various mathematical representations and structures with this information to represent and solve real-life problems.</p> <p>A.MM.1.5 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>A.MP.1-8 : Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.</p> | <p>(Student Document)</p> <p>https://lor2.gadoe.org/gadoe/file/fc960e51-fa50-440b-a079-cbf2b5386654/1/How-Long-Will-It-Take.pdf</p> <p>(Teacher Document)</p> <p>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 bloodstream after a given period as well as the amount of time it takes medicine to dissolve into the bloodstream.</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>connections between their mathematical understanding and reasoning with drawings, diagrams, and other representations. This will allow the teacher to address any misconceptions the students have on the task of finding the output of an exponential function.</p> <p>Extending the Learning: After students complete the table showing the decay of the bacteria based on the medicine, ask them to use symbols and words, to describe the functional relationship in this situation. Discuss the domain and range of both the function rule and the problem situation.</p> |
| 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

GA DOE - Learning Plans