

Any standard **highlighted in yellow** has been determined by our WCSD teachers, district and state experts as essential for students to master.

<p>Strand 11.F.LE: I can construct and compare linear, quadratic, and exponential models and solve problems (Standards F.LE.3-4). I can interpret expressions for functions in terms of the situation it models and introduce $f(x) = e^x$ as a model for continuous growth (Standard F.LE.5).</p>			
<p>Standard F.LE.3: I can observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can use graphs and tables to show exponential growth. I can use the graphs and tables to show: linear, quadratic, and polynomial functions. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> graph, table, exponential growth, linear function, quadratic function, polynomial function 	<p>Question Stems</p> <ul style="list-style-type: none"> I could make this clearer by using a _____ because _____. A question I had was..... 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
<p>Standard 11.F.LE.4: I can express as a logarithm (for exponential models) the solution to $ab^{xt} = d$ where a, x, and d are numbers and the base b is 2, 10, or 3.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can use the relationship between properties of logarithms and properties of exponents to solve problems. I can use the connection between the properties of exponents and the basic logarithm property that $\log xy = \log x + \log y$. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> logarithm, exponential models, solution, relationship, properties of logarithms, properties of exponents, connection 	<p>Question Stems</p> <ul style="list-style-type: none"> This math idea is like..... How did you solve the problem? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
<p>Standard 11.F.LE.5: I can interpret the parameters in a linear, quadratic, or exponential function in terms of a context.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can interpret functions in term of context. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> parameters, linear, quadratic, exponential, function 	<p>Question stems</p> <ul style="list-style-type: none"> What would happen if.....? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>