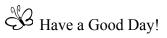


(October is National Apple, American Cheese, Chili,					
Eat Better – Eat Together, Popcorn Popping, & Seafood Month)					
4	9/23 Mon	L7/L9 Change of Base, Logarithmic Graphs, & Types of Exp/Log Equations (September 23 <sup>rd</sup> – National American Pot Pie, Snack on a Stick, & Autumnal Equinox Ist day of Autumn Day)	Exp/Log Graphing Foldable, Smile at 3 People, Project, & (Cookie, Napkin, & Juice Box/Pouch = Fri)		
5	9/24 <b>Tues</b>	L8 Solving Logarithmic Equations & Logarithmic Rules (September 24 <sup>th</sup> – National Cherries Jubilee & Punctuation Day)	L8 Set # 15 - 21 Odd and L8 Go # 26, 29 ? ? ? ? * * * * * & @ \/   < ()[]? * > . * * = # \$		
6	9/25 Wed	L7, L10, & L11 Solving Exponential Equations (September 25 <sup>th</sup> – National Lobster & Math Storytelling Day) √-1 ← Math	Study, L7 Ready # 1 - 6, and L10 Set # 9 - 15 Odd		
7	9/26 Thurs	Quiz (September 26 <sup>th</sup> – National Pancake & Dumpling Day)	Wed's HW & Give Yourself a \$1 Treat		
8	9/27 Fri	L7 - L9 Exponential & Logarithmic Word Problems (September 27 <sup>th</sup> – National Chocolate Milk, Scarf, & Corned Beef Hash Day)	L9 # 1-4 & SG # 17 - 21		
	(September 28 <sup>th</sup> – National NC & Strawberry Crème Pie Day)				



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4	9/30 Mon	<b>Workday</b> (September 30 <sup>th</sup> – National Chewing Gum Day)	and the second s		
5	10/1 <b>Tues</b>	L8/L10 Compound Interest (October 1 <sup>st</sup> – National Homemade Cookie, Eat Fruit at Work, & Hair Day)	L8 Set # 14 - 22 Even, LO # 17 - 24		
6	10/2 Wed	L5 - L6 Factoring By Grouping & Quadratic Formula (October 2 <sup>nd</sup> – National Fried Scallops & Pumpkin Seed Day)	L5 Go # 24 - 27, L6 Go Odd, WS S & P Odd, WS F by G		
7	10/3 <b>Thurs</b>	<b>Review</b> (October 3 <sup>rd</sup> – National Techies - (Consider Technology Careers) Day)	Study & Project		
8	10/4 Fri	Unit Test 2 (October 4 <sup>th</sup> – National Taco Day)	Project & Schoolnet # 2		
	(October 5 <sup>th</sup> – National Do Something Nice Day)				

1	I can solve problems without giving up.	A.
2	I can think about numbers in many ways.	6
з	I can explain my thinking and try to understand others.	22
4	I can show my work in many ways.	-
5	I can use math tools and tell why I chose them.	14
6	I can work carefully and check my work.	1
7	I can use what I know to solve new problems.	金
8	I can solve problems by looking for rules and patterns.	-



## Unit 2 –Honors Math 3 – Standards "Inverse & Exponential Functions"

NC.M3.A-SSE.1a	a. Identify and interpret parts of a piecewise, absolute value, polynomial, exponential and rational expressions including terms, factors, coefficients, and exponents.
NC.M3.A-SSE.3c	c. Write an equivalent form of an exponential expression by using the properties of exponents to transform expressions to reveal rates based on different intervals of the domain.
NC.M3.A-CED.1	Create equations and inequalities in one variable that represents absolute value, polynomial, exponential, and rational relationships and use them to solve problems algebraically and graphically.
NC.M3.A-CED.2	Create and graph equations in two variables to represent absolute value, polynomial, exponential and rational relationships between quantities.
NC.M3.F-IF.7	Analyze piecewise, absolute value, polynomials, exponential, rational, and trigonometric functions (sine and cosine) using different representations to show key features of the graph, by hand in simple cases and using technology for more complicated cases, including: domain and range; intercepts; intervals where the function is increasing, decreasing, positive, or negative; rate of change; relative maximums and minimums; symmetries; end behavior; period; and discontinuities.
NC.M3.F-LE.4	Use logarithms to express the solution to ab $ct = d$ where a, b, c, and d are numbers and evaluate the logarithm using technology.
	Write a function that describes a relationship between two quantities.
NC.M3.F-BF.1a	a. Build polynomial and exponential functions with real solution(s) given a graph, a description of a relationship, or ordered pairs (include reading these from a table).
NC.M3.F.BF.1b	b. Build a new function, in terms of a context, by combining standard function types using arithmetic operations.
NC.M3.F-BF.4a	Find an inverse function. a. Understand the inverse relationship between exponential and logarithmic, quadratic and square root, and linear to linear functions and use this relationship to solve problems using tables, graphs, and equations.
NC.M3-F.BF.4b	b. Determine if an inverse function exists by analyzing tables, graphs, and equations.
NC.M3.F-BF.4c	c. If an inverse function exists for a linear, quadratic and/or exponential function, $f$ , then represent the inverse function, $f^{-1}$ , with a table, graph, or equation and use it to solve problems in terms of a context.