Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 8* / Grade 8 (Math Regional Curriculum)

Wednesday, October 31, 2012, 2:03PM

Standard/Module: Proficiency with Functions: 8.F.2 (Week 22, 10 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) 8.F.3
  8.F.4
  8.F.5
  8.F.1

Grade 8 Map

Standards

NYS: CCLS:Mathematics, NYS: 8th Grade , Functions

8.F Define, evaluate, and compare functions.

- 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

Enduring Understandings	Essential Questions
Compare properties of two functions represented in different forms.	1. What are the similarities and differences of two functions that are represented in two different ways? 2. How can you determine if two linear functions are similar or different?

Critical Content

Properties of a function

- Slope
- Y-intercept
- Rate of change from table of values

Skills	Vocabulary
1. Substitute pairs of numbers into a two-variable linear equation and determine if the coordinates satisfy the equation. 2. Compare two linear functions each represented a different way and describe similarities and differences in slopes, y-intercepts, and values. (For example, given a	Tier 2: rate of change, slope Tier 3: algebraically, function, graphically, linear function, non-linear function, numerically in tables, y-intercept

linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has a greater rate of change.)	

Stage 2: Assessment Evidence

Assessments

Representing Linear Functions
Formative: Test: Written

Students are given either an equation, table or graph of a linear function, and they are to represent the same function in the other two ways. For example, if the student is given y = -3x +4, they would have to graph it and show a table of possible values (at least three points) that would be points on the line that results. If they are given a graph, the should derive the equation and table from it with at least three points in the table. In each representation, students identify the slope and y-intercept.

Stage 3: Learning Plan

Learning Activities	Resources
Use "Function Man" on www.harveyshomepage.com	www.harveyshomepage.com
Use the Magic Money Machine	www.illustrativemathematics.org
	www.illuminations.nctm.org
Magic Money Machine	

Differentiation Opportunities

See "Magic Money Machine."

<< Previous Year

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