Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, October 31, 2012, 2:05PM

Standard/Module: Proficiency in Functions: 8.F.5 (Week 22, 18 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%) 8.F.4
  8.SP.3
  8.EE.8
  8.EE.5

Grade 8 Map

Standards

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

8.F Use functions to model relationships between quantities.

- 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Enduring Understandings	Essential Questions
Sketch and describe qualitative graphs.	1. How is a function illustrated given a real – life situation? 2. What are some advantages of displaying the relationship between two quantities using a qualitative graph?

Critical Content

1. Tell a story based on a graph

- Increase slope (positive)
- Decrease slope (negative)
- No slope
- Zero slope
- Linear or nonlinear

2. Given a story, draw a graph.

Skills	Vocabulary
1. Describe attributes of a function by analyzing	Tier 2: quantities

a graph. 2. Create a graphical representation given the description of the relationship between two quantities.	Tier 3: positive slope (increasing), negative slope (decreasing), no slope, zero slope, initial value (b), qualitative

Stage 2: Assessment Evidence

Assessments

Analyzing a graph of a linear function
Formative: Test: Written

Given a situation, students sketch a graph and determine the relationship between the quantities described. Students describe the graph as linear or non-linear, and increasing or decreasing

Stage 3: Learning Plan

Learning Activities	Resources
See Magic Money Machine Students analyze different graphs with different types of lines with regard to the situation presented. Students match graphs to verbal situations, and/or write situations to match a graph. Magic Money Machine	www.harveyshomepage.com www.illustrativemathematics.org www.illuminations.nctm.org

Differentiation Opportunities

Matching is easier than creating. Build students up to writing situations by spending lots of time with matching graphs to verbal situations.

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