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 of Functions: 8.F.4 (Week 22, 3 Weeks)

Stage 1: Desired Results

Standards Focus

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

Grade 8 Map

Standards

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

8.F Use functions to model relationships between quantities.

- 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Enduring Understandings	Essential Questions
Finding slope and y-intercept given a linear function in multiple representations.	Can you determine the slope and y-intercept of a linear function?

Critical Content

1. Model a linear relationship between two quantities
2. Find the rate of change (m) and initial value (b) of a function.

- From a table
- From a graph
- From two points
- Real-world application

Skills	Vocabulary
1. Construct a function between two quantities. 2. Determine the rate of change (m) and the initial value (b) of the function. ▪ From a table ▪ From a graph ▪ From two points 3. Interpret the rate of change (m) and initial value	Tier 2: y-intercept (b), slope (m), rate of change (slope) Tier 3: linear relationship, initial value (y-intercept, starting point)

(b) given a situation (verbal description) ▪ From a table ▪ From a graph ▪ From two points	

Stage 2: Assessment Evidence

Assessments

Determing the Rate of Change
Formative: Performance: Authentic Task

Use the learning activities as your form of assessment.

Stage 3: Learning Plan

Learning Activities	Resources
Use the Magic Money Machine Relate the rate of change to the equation, graph, and table. Magic Money Machine	www.illuminations.nctm.org www.illustrativemathematics.org www.harveyshomepage.com

Differentiation Opportunities

see Magic Money Machine

<< Previous Year

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