

# 8 Math Unit 07: Functions

Content Area: **Mathematics**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **14 days**  
Status: **Published**

## Unit Overview

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In this chapter, students will gain a conceptual understanding of functions. Then they will focus on representing functions in a variety of ways.

## Standards

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MATH.8.F.A.1	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
MATH.8.F.A.2	Compare properties (e.g., rate of change, intercepts, domain and range) of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
MATH.8.F.A.3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
MATH.8.F.B.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.
MATH.8.F.B.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.

## Materials

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### Big Ideas Math

- 7.1 Relations & Functions
- 7.2 Representations of Functions
- 7.3 Linear Functions
- 7.4 Comparing Linear and Nonlinear Functions
- 7.5 Analyzing and Sketching Graphs

### Desmos

Unit 5a - Functions

- [ST Math](#)

- [Delta Math](#)
- [3 Act Lessons](#)
- [Brainiaccamp Manipulatives](#)
- [Nearpod Lessons](#)
- [Brainpop Resources](#)
- [Online Resources](#)

## Technology

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CS.6-8.8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

## Assessment

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### Formative Assessment

- Teacher Observation
- Daily Quick Check
- Quizzes
- Exit Tickets

### Summative Assessment

- Topic Tests
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects
- NWEA Grade 8 Math Assessment

## Accommodations & Modifications

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### Special Education

- Follow IEP Plan which may contain some of the following examples...
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating

- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

## **504**

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

## **At-risk of Failure**

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
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### **Gifted & Talented**

- Independent projects
- Enrichment pages
- Online games
- Leveled Homework
- Extension Activities
- Today's Challenge

## **Interdisciplinary Connections**

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### Topic 7 STEM Project - Rainy Days

In this project, students will discuss inexpensive ways to save water in areas where water is scarce and research the necessary components of a rainwater collection system as an alternative. They will design a slanted roof system that will be used to collect rainwater.

### Science Connection -

Students apply the engineering design process to find possible solutions to water shortage problems. They research and gather data on the impact of water shortages and the need for alternative water sources. They explore a rainwater collection system as an alternative measure.

ELA: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Science: MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

## **Career Readiness, Life Literacies & Key Skills**

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PFL.9.1.8.CP.1	Compare prices for the same goods or services.
PFL.9.1.8.EG.1	Explain how taxes affect disposable income and the difference between net and gross income.
PFL.9.1.8.FI.4	Analyze the interest rates and fees associated with financial products.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH.9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.TL.4	Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).
TECH.9.4.8.IML.9	Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

## Career Ready Practices

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.