

April: . Math Gr. 8 Unit 8: Functions

Content Area: **Math**
Course(s):
Time Period: **April**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Relations & Functions

- Representations of Functions
- Linear Functions
- Comparing Linear and Nonlinear Functions
- Analyzing & Sketching Graphs

Enduring Understandings

SWBAT:

- Identify functions and relations
- Represent functions in a variety of ways
- Use functions to model linear relationships
- Identify differences between linear and nonlinear functions
- Use graphs of functions to describe relationships between quantities

Essential Questions

How can we identify functions and relations?

- How can we represent functions in a variety of ways?
- How do we use functions to model linear relationships?
- How can we identify differences between linear and nonlinear functions?
- How do we use graphs of functions to describe relationships between quantities?

Instructional Strategies & Learning Activities

- Guided Practice
- Do Now
- Extra Practice & Puzzle Time (Resources)
- Scavenger Hunts
- Coloring Activities
- Task Cards (Around the World)
- Maze Activities
- Quizizz Online Assignments
- Kahoot! Online Games

Integration of Career Readiness, Life Literacies and Key Skills

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| WRK.9.2.8.CAP | Career Awareness and Planning |
| WRK.9.2.8.CAP.1 | Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. |
| WRK.9.2.8.CAP.2 | Develop a plan that includes information about career areas of interest. |
| WRK.9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| WRK.9.2.8.CAP.4 | Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. |
| WRK.9.2.8.CAP.10 | Evaluate how careers have evolved regionally, nationally, and globally. |
| WRK.9.2.8.CAP.12 | Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. |
| WRK.9.2.8.CAP.15 | Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. |
| WRK.9.2.8.CAP.16 | Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills. |
| WRK.9.2.8.CAP.19 | Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level. |
| TECH.9.4.8.CT | Critical Thinking and Problem-solving |
| 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.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. |
| 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.GCA | Global and Cultural Awareness |

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| TECH.9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |
| TECH.9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| TECH.9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| TECH.9.4.8.IML.3 | Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). |
| TECH.9.4.8.IML.4 | Ask insightful questions to organize different types of data and create meaningful visualizations. |
| TECH.9.4.8.IML.12 | <p>Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</p> <p>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p> <p>Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p> <p>Multiple solutions often exist to solve a problem.</p> <p>An individual's strengths, lifestyle goals, choices, and interests affect employment and income.</p> <p>Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.</p> <p>Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p> <p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p> |

Technology and Design Integration

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| CS.6-8.8.1.8.CS.4 | Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. |
| CS.6-8.8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |
| CS.6-8.8.1.8.DA.5 | Test, analyze, and refine computational models. |
| CS.6-8.8.1.8.IC.1 | Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. |
| CS.6-8.8.2.8.ITH.1 | Explain how the development and use of technology influences economic, political, social, and cultural issues. |
| CS.6-8.8.2.8.ITH.2 | Compare how technologies have influenced society over time. |
| CS.6-8.DA | <p>Data & Analysis</p> <p>Computer models can be used to simulate events, examine theories and inferences, or make predictions.</p> <p>People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.</p> |

Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.

Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.

Interdisciplinary Connections

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| LA.RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components:**

- Content – the specific information that is to be taught in the lesson/unit/course of instruction.
- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

- **Differentiation occurring in this unit:**

- - Challenges will be presented to students as the need arises.
Struggling students will get additional personalized instruction, and modifications as needed.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Challenges will be presented to students as the need arises.

Struggling students will get additional personalized instruction, and modifications as needed.

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

End of semester testing

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

- Kahoot! Games
- Quizizz Games
- Homework
- Q & A

- Scavenger Hunts
- Coloring Activities
- Task Cards
- Partner Activities

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.



Summative assessments for this unit:



- Chapter Tests
- Quizzes



Instructional Materials


1. Big Ideas Math: Modeling Real Life 6th Grade Book
2. Quizizz
3. Kahoot
4. Scavenger Hunts
5. Task Cards
6. Coloring Activities

Standards

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 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.

0xMA.8.F.A.1
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 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).

0xMA.8.F.A.2
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 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.

0xMA.8.F.A.3
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 Construct a function to model a linear relationship between two

0xMA.8.F.B.4



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.



Describe qualitatively the functional relationship between two quantities



MA.8.F.B.5

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.

