(Alg 1) Unit 3: Graphing Linear Functions

Content Area: **Math**
Course(s): **Math**
Time Period: **October**
Length: **3 weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the following topics:

- Functions

- Characteristics of functions

- Linear functions

- Function notation

- Graphing linear equations in standard form

- Graphing linear equations in slope-intercept form

- Transformations of graphs of linear functions

- Graphing absolute value functions

Enduring Understandings

SWBAT:

- Determine whether relations are functions

- Find domain & range of a function

- Identify independent & dependent variables

- Graph linear functions using a table of inputs & outputs

- Graph linear equations in standard form using intercepts

- Transform linear equations into slope-intercept form

- Graph linear equations in slope-intercept form utilizing slope and y-intercept

- Describe transformations of linear functions

- Perform transformations on linear functions

- Graph absolute value functions using a table of inputs & outputs

- Graph absolute value functions using transformations

Essential Questions

How can we:

- find slopes & y-intercepts of linear equations?
- write equations of lines in slope-intercept form and standard form?
- graph equations of lines in slope-intercept form and standard form?
- write equations of lines using slope and a point?
- write equations of lines using two points?
- use input-output tables & graphs to identify & represent functions?
- identify linear functions using graphs, tables, & equations?
- use function notation to evaluate, interpret, and graph functions?
- find slope of a line and use it to write a linear equation in slope-intercept form?
- solve real-world problems using function notation, linear equations, slopes, & y-intercepts?
- translate, reflect, stretch, & shrink graphs of linear and absolute value functions?
- combine transformations of graphs of linear & absolute value functions?

Instructional Strategies & Learning Activities

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

Integration of 21st Century Themes and Skills

9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
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).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC.8	Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Technology & Design Integration

8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.5	Test, analyze, and refine computational models.
8.1.8.AP.2	Create clearly named variables that represent different data types and perform operations on their values.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.AP.8	Systematically test and refine programs using a range of test cases and users.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.8.D.CS1	Apply the design process.

Interdisciplinary Connections

	Modeling in 6–8 builds on K–5 experiences and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.
L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.VL.8.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.VL.8.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

Differentiation

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:

- High-achieving students will assist low-achieving students in mixed ability groupings for games and activities.
- High-achieving students can complete sudoku puzzles and logic puzzles as extension activities.
- Limit number/difficulty of problems for low-achieving students to demonstrate mastery.
- Narrow down problem choice to core concepts for low-achieving students.
- Leveled group-based activities, determined by formative assessment.

Modifications & Accommodations

- High-achieving students will assist low-achieving students in mixed ability groupings for games and

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Benchmark Assessments

Schoolwide Benchmark assessments:

- Linkit Benchmarks (Form A in September, Form B in January, Form C in June): Linked to NJSLA standards

Additional Benchmarks used in this unit:

- IXL Diagnostic + continued practice during IXL periods

Formative Assessments

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 for this unit:

- Chapter Test
- Quizzes

Instructional Materials

1. Big Ideas Math: Math & You 6th Grade Textbook
2. Quizizz
3. Kahoot!
4. Scavenger Hunts
5. Task Cards
6. Coloring Activities
7. GimKit

Standards

F.BF.B.3	Identify the effect on the graph of replacing □(□) by □(□) + □, □ □(□), □(□□), and □(□ + □) for specific values of □(both positive and negative); find the value of □ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
A.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
F.IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If □ is a function and □ is an element of its domain, then □(□) denotes the output of □ corresponding to the input □. The graph of □ is the graph of the equation □ = □(□).
F.IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
F.IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.
F.IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
F.IF.C.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima.
F.IF.C.7.b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
A.REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
F.IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
F.LE.A.1.b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.