

Unit Plan by Prioritized Standards

Content Area	Math	
Grade/Course	8th grade	
Unit of Study	Functions - Part 1	
Duration of Unit	16 days (4 weeks)	
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)</p>		
<p>MGSE8.F.2 <u>Compare</u> properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, <u>determine</u> which function has the greater rate of change.</p>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Compare properties	Two functions represented differently	2/3
Determine	Functions with the greater rate of change (slope)	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>No matter the format (algebraically, table, graph, etc) of the function given know that the rate of change (slope) is how the data set (set of ordered pairs) is changing.</p>		<p>How do you determine if functions are relations?</p> <p>How can a function be recognized in any form?</p> <p>How are sets of numbers related to each other?</p>
Essential Unit Vocabulary		
<p>Domain Range Input Output Order Pairs Rate of Change (slope)</p>		
Next step, create assessments and engaging learning experiences		