

Unit Plan by Prioritized Standards

Content Area	Math	
Grade/Course	8th grade	
Unit of Study	Linear Functions - Part 2	
Duration of Unit	16 days (4 weeks)	
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)		
MGSE8.EE.5 Graph <u>proportional relationships</u> , interpreting the <u>unit rate as the slope</u> of the graph. Compare two different <u>proportional relationships represented in different ways</u> . For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Graph	Proportional relationships	2/3
Interpret	Unit rate as the slope	
Compare	Proportional relationships represented in different ways	
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)
The slope is the CONSTANT rate of change (6th grade constant of proportionality) The graph of a linear equation will produce a straight line		How can the properties of lines help me to understand graphing linear functions? How does a change in one variable affect the other variable in a given situation? What can I infer from the data?
Essential Unit Vocabulary		
Linear Increase Decrease Slope		
Next step, create assessments and engaging learning experiences		