## Title: Unit 3 Subject/Course: SC Math Length: 2 weeks Topic: Linear Functions Grade: 9-12 Designer: D. Rye UNIT GOALS AND EXPECTATIONS IMPORTANT CONCEPTS/UNDERSTANDINGS **ESSENTIAL QUESTIONS:** Use special vocabulary to demonstrate What is an intercept? • • knowledge of graphs. What are rates of change? • What is a rational coefficient? • Analyze rates of change. How do we find a specified intercept? • • What are some examples of rates of • Solve linear functions. change? STUDENT LEARNING EXPECTATIONS: LF.3.AI.1 Distinguish between functions and nonfunctions/relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data. SPECIFIC DECLARATIVE KNOWLEDGE – What I SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do know Vocabulary words: linear equation, data, • Apply linear equations to real- world diagrams, graphs, intercept, ordered pairs. problems Identify operation symbols • Use a calculator to evaluate expressions Analyze linear functions. UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy) Unit 3 Open Response (application)

## UNIT OF STUDY

- Traditional Assessments: Unit 3 Linear Equations Test Unit 3 Linear Equations Quiz
- Other Evidence of Learning: Classroom

  - Teacher Observation

| ACTIVITIES AND LEARNING EXPERIENCES  | Resources   |
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| <ul> <li>4 Step Vocabulary</li> <li>Model graphs on board.</li> <li>Games <u>www.mathplaygroud.com</u>.</li> <li>Guided practice.</li> <li>Student lead board work.</li> </ul> | <ul> <li>Calculator</li> <li>Activity<br/>worksheets</li> <li>Portfolio<br/>workbook</li> </ul> |