

8th Grade Unit 4 Information

Functions

GMAS Domain & Weight: Algebra & Functions 8 %

[Flip Book: Unit 4](#)

[Overview of Unit 4](#)

[Prerequisites: Unit 4](#)

Unit Length: Approximately 11 days

[Checklist for Unit 4](#)

[Study Guide for Unit 4](#)

[Study Guide KEY for Unit 4](#)

[Calculator Use for Unit 4](#)

No Calculators should be used on MGSE.8.F.1.

Calculators are allowed on MGSE.8.F.2.

Click on the links below for resources by Concept:

[Concept One: Defining & Recognizing Functions](#)

[Concept Two: Comparing Properties of Functions Displayed in](#)

[Various Forms](#)

8th Grade Unit 4 ~ Functions

Concept One: Defining and Recognizing Functions			
Standard(s) & Essential Questions	Vocabulary	Resources	Assessment
<p>MGSE8.F.1 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.</p> <p>E.Q. What are the characteristics of a function?</p> <p>E.Q. How is a function different from a relation?</p>	<ul style="list-style-type: none"> ▪ domain ▪ function ▪ range 	<ul style="list-style-type: none"> • Activator – “Nuggetizer Video” • Activator from GSE Frameworks: <ul style="list-style-type: none"> ○ Vending Machines • Activator from GSE Frameworks: <ul style="list-style-type: none"> ○ Order Matters • Glencoe Math CCGPS Textbook(2013) p.277-304 • Eureka Math (2014 Common Core) License Concept One ~ SE TE • GSE Frameworks: <ul style="list-style-type: none"> ○ Foxes and Rabbits • GSE Frameworks: Which is Which • Function or No Function Packet <ul style="list-style-type: none"> ○ Note Taking ○ Practice ○ Remediation 	<p>MGSE.8.F.1</p> <p>[Back to Top]</p>

8th Grade Unit 4 ~ Functions

Concept Two: Comparing Properties of Functions, Displayed in Various Forms			
Standard(s) & Essential Questions	Vocabulary	Resources	Assessment
<p>E.Q. How can a function be recognized in any form?</p> <p>MGSE8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p>E.Q. What is the best way to represent a function?</p>		<ul style="list-style-type: none"> • Glencoe Math CCGPS Textbook(2013) p. 309-318 • Comparing Functions Activity • Comparing Equations & Verbal Expressions Tutorial • Comparing Equations & Graphs Tutorial • Comparing Equations & Tables <p>Differentiation Opportunity:</p> <ul style="list-style-type: none"> ○ Compare Functions: Support ○ Compare Functions: On Target ○ Compare Functions: Extend <ul style="list-style-type: none"> • Frameworks FAL (2 day activity) <ul style="list-style-type: none"> ○ Modeling with Linear Equations 	<p><u>MGSE.8.F.2</u></p>