Any standard highlighted in yellow has been determined by our WCSD teachers, district and state experts as essential for students to master.

Strand: I can define, evaluate, and compare functions. (8.F.1-3)			
Strand: I can use functions to model relationships between quantities. (8.F.4-5)			
Standard 8.F.1: I understand that a function is a rule that assigns to each input exactly one output.			
Learning Targets • I understand that functions describe relationships where one variable determines a unique value of the other. • I recognize a graph of a function as the set of ordered pairs consisting of an input and corresponding output.	**Academic Vocabulary & Notation** • function, input, output, dependent, independent	**Question Stems** • How did you solve the problem? • What strategy did you use?	**Possible Assessments** • District CFA Functions Form A • District CFA Functions Form B • District CFA Functions GVC Form
Standard 8.F.2: I can compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions.			
Learning Targets • I can compare two linear functions, each represented a different way, and describe similarities and differences in slopes, y-intercepts, and values.	**Academic Vocabulary & Notation** • slope, intercept, rate of change, function, linear, non-linear, negative slope, positive slope, verbal expression, zero slope, undefined slope	**Question Stems** • Explain how the different ways of solving functions relate… • What were the steps involved?	**Possible Assessments** • District CFA Functions Form A • District CFA Functions Form B • District CFA Functions GVC Form

Strand: I can define, evaluate, and compare functions. (8.F.1-3)

Strand: I can use functions to model relationships between quantities. (8.F.4-5)

Standard 8.F.3: I can interpret the equation y = mx + b as defining a linear function, whose graph is a straight line. I can give examples of functions that are not linear.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can distinguish between a linear and non-linear function given their algebraic expression, a table, or a graph. • I can recognize functions written in the form y=mx+b are linear and that every linear function can be written in this form.	• collinear, linear, nonlinear, input, output, domain, range, expression, vertical line test	• A question I had was… • What else would you like to find out about…..?	• District CFA Functions Form A • District CFA Functions Form B • District CFA Functions GVC Form

Standard 8.F.4: I can construct a function to model a linear relationship between two quantities.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can determine the rate of change and initial value of the function from a description of a relationship, from two values, for a table, or from a graph. • I can interpret the rate of change and initial value of a linear function in terms of the situation it models and in terms of its graph or a table of values. • I can write the equation of a line given two points, a graph, a table of values, a geometric representation, or a story problem (verbal description).	• linear relationship, y-intercept, slope	• I solved the problem by…. • My strategy was successful because….. • What decision can you make from the pattern that you discovered?	• District CFA Functions Form A • District CFA Functions Form B • District CFA Functions GVC Form

Strand: I can define, evaluate, and compare functions. (8.F.1-3)			
Strand: I can use functions to model relationships between quantities. (8.F.4-5)			
Standard 8.F.5: I can describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing; linear or nonlinear).			
Learning Targets • I can describe attributes of a function by analyzing a graph. • I can create a graphical representation given the description of the relationship between two quantities.	**Academic Vocabulary & Notation** • increasing rates of change, decreasing rates of change, linear, nonlinear, initial value	**Question Stems** • Where would you see this in the real-world? • How is this similar to….?	**Possible Assessments** • District CFA Functions Form A • District CFA Functions Form B • District CFA Functions GVC Form