



# Our Savior Christian Academy

## *Curriculum Framework for: Math*

*Our Savior Christian Academy's "Curriculum Framework for Math" is designed as a tool that will follow the same format for all grades K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions. Our Savior Christian Academy's "Curriculum Framework for Math" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.*

### ✠ PHILOSOPHY ✠

*God has created an orderly, systematic universe. Mathematics is a useful and unique God-given universal language that facilitates the ability to appreciate the created order God has given us and further advances the understanding of our modern, high-tech world. The development of mathematics abilities prepares students for lives of responsible Christian service to His church and the community.*

# Our Savior Christian Academy

## Broad Goals

### *Our Savior Christian Academy's Science goals include:*

- Incorporating Jesus Christ in all core areas of Science.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world.
- Encouraging the children to be confident and to communicate Science effectively through reading, writing, speaking, and listening.
- Using higher order thinking skills including comprehension, application, analysis, evaluation, and synthesis in the learning concepts in life science, earth science, and physical science.
- Displaying respect in their interactions with the environments of which they are members.
- Exhibiting organizational skills, intellectual curiosity and growth, and application of what has been learned in science both to future schoolwork and to lifelong learning.
- Providing learning experiences in which students will recognize, develop, and apply effective communication skills at or above grade level in the areas of Science.
- Students are shown strategies on how to be knowledgeable and proficient thinkers who will make positive Christ-like contributions to society.

### *Our Savior Christian Academy obtains this through:*

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum
- Fascinating and significant Science experiences through multi-sensory activities that incorporate the world around them.
- Applying Science to other core areas of learning.
- Adapting other subjects to add valuable perspectives to the Science curriculum.
- Teaching on an individual basis with the knowledge that children acquire an understanding of Science in an uneven way.
- Continuous assessment for analysis and planning in Science.
  - Focuses on the identification of the children's existing knowledge and strategies.

- Updating curriculum to meet changing state standards along with student needs.
- Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

## Number Sense and Operations

NS	Grade 8
A	<p><b>Know that there are numbers that are not rational, and approximate them by rational numbers.</b></p>
	<p>Explore the real number system.</p> <ol style="list-style-type: none"> <li>Know the differences between rational and irrational numbers.</li> <li>Understand that all rational numbers have a decimal expansion that terminates or repeats.</li> <li>Convert decimals which repeat into fractions and fractions into repeating decimals.</li> <li>Generate equivalent representations of rational numbers.</li> </ol> <p>Estimate the value and compare the size of irrational numbers and approximate their locations on a number line.</p>
	<p style="text-align: center;"><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>Lead a class discussion on the meanings of rational, irrational, repeat, and terminate. Separate the students into groups of three and have them read the Rational Numbers Skit. Allow a group to volunteer to perform the Rational Number Skit. Make the connection between students knowledge of the vocabulary usage in “real life” and what that vocabulary means in mathematics</li> <li>Review the parts of a fraction (numerator and denominator)</li> </ul> <p>Review how to divide decimals by integers (Examples: <math>2.5 \div 5</math> and <math>0.72 \div 9</math>)</p> <p>Show the students how to write a fraction as a decimal. To write a fraction as a decimal, divide the numerator by the denominator (Examples: <math>3/4 = 0.75</math> and <math>1/6 = 0.166666\dots</math>)</p> <ul style="list-style-type: none"> <li>Ask the students which one of the previous examples is a repeating decimal (<math>1/6</math>) and which is a terminating decimal (<math>3/4</math>)</li> <li>Show the students how to order rational numbers. Write fractions and mixed numbers as decimals. Graph the numbers on a number line. Order the numbers from least to greatest or greatest to least (Examples: <math>0.51</math>, <math>3/5</math>, <math>11/20</math>, <math>2/3</math>, <math>0.62</math> and <math>4/5</math>, <math>3/10</math>, <math>3/8</math>, <math>0.2</math>, <math>0.4</math>)</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>Have students return to their skit groups and complete the Fractions and Decimals Worksheet I together</li> <li>Ask the groups of students to discuss how they could write a mixed number as a decimal. Ask them to determine two ways to do this, and to discuss which way they prefer</li> <li>Have the student groups complete the Survey Planning Worksheet. Allow each group ample computer time to prepare charts and graphs for their presentations</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>Have students play Fraction Bingo with the teacher as the caller. The cards to be pulled from the shoe box should have both the fraction and decimal equivalents written on them to make determination of the winner easier</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Assign a fraction or mixed number name tag to each student. Have each individual convert the number on his name tag to a decimal, and have the students make a human number line which orders the rational numbers</li> <li>Have students complete the Fractions and Decimals Worksheet II individually</li> <li>Allow the students groups to make their presentations based on their Survey Planning</li> </ul> <p><a href="http://lessonplanspage.com/mathcilaidentifyingandorderingrationalandirrationalnumbers8-htm-2/">http://lessonplanspage.com/mathcilaidentifyingandorderingrationalandirrationalnumbers8-htm-2/</a></p>

## Number Sense and Operations

## Expressions, Equations and Inequalities

EEI	Grade 8
A	Work with radicals and integer exponents.
	<p>Know and apply the properties of integer exponents to generate equivalent expressions.</p> <p style="text-align: center;"><b>curriculum:</b></p> <ul style="list-style-type: none"> <li>Engage: “What do you know about exponents? In your notebook, make a focused list as long as possible of everything you know about exponents. “</li> </ul> <p>Individually, students create focused lists titled “exponents” in their notebooks. (Think- Ink)</p> <p>Students share their list with their partner. (Pair-Share)</p> <p>Teacher asks students to “Give Me Five” things we know about exponents. Record the proffered ideas on the board or on a chart.</p> <ul style="list-style-type: none"> <li>Explore</li> </ul> <p>Student pairs use bounce cards to dialogue as they complete the tasks on parts 1-3 of the Properties of Exponents Exploration.</p> <p>Facilitate partner dialogue and assist as needed with recognizing patterns. Ask why and justify!</p> <ul style="list-style-type: none"> <li>Explain</li> </ul> <p>Engage the entire class in dialogue about the patterns they noticed in the examples and the rules they developed. Give Me Five may be used again.</p> <p>Teacher will lead students to consensus about the properties of exponents (multiplication, power of power, and division) based on the evidence from their exploration.</p> <ul style="list-style-type: none"> <li>Extend</li> </ul> <p>Student pairs complete part 4 of the Properties of Exponents Explorations.</p> <p>Student pairs use Making Thinking Visible to share their thinking about the proof of the property of zero exponents (Part 4 of the exploration). Each student pair will join another pair to share their thinking about the property for zero exponents. ‘</p> <p>Return to the Focused List created at the beginning of class. “What do we now know about exponents that we didn’t know before?” Add new ideas to the chart.</p> <p>Students complete practice problems on the properties of exponents.</p> <p><a href="http://www.s2temsc.org/uploads/1/8/8/7/18873120/properties_of_exponents.pdf">http://www.s2temsc.org/uploads/1/8/8/7/18873120/properties_of_exponents.pdf</a></p>

## Expressions, Equations and Inequalities

EEI	Grade 8
	<p>Investigate concepts of square and cube roots.</p> <p>a. Solve equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number.</p> <p>b. Evaluate square roots of perfect squares less than or equal to 625 and cube roots of perfect cubes less than or equal to 1000.</p> <p>c. Recognize that square roots of non-perfect squares are irrational.</p>
	<p style="text-align: center;"><b>Curriculum:</b></p>
	<p>Using water to represent the beverage, have the students pour from the container and record this new set of answers for the questions under the column "Water Practice" in the table.</p> <p>By using water, practice pouring or ladling to measure the required amount of beverage, a serving, into a drinking cup.</p> <p>Students can answer questions such as the following:</p> <ul style="list-style-type: none"> <li>• Will all the beverage from all opened containers be needed to serve the class? If not, how many servings will remain in the container? Estimate answers. What should be done with the leftover amount?</li> <li>• Record your answers and give them to your teacher.</li> </ul> <p>Finally allow students to enjoy the beverages. Ask the class to discuss and decide:</p> <ul style="list-style-type: none"> <li>• the day and time this beverage break will occur;</li> <li>• from where in the room the beverage will be served;</li> <li>• who will be responsible for opening the beverage containers, pouring beverage from original containers into pitchers or punch bowl, arranging proper number of drinking cups, ladling or pouring beverage into cups, cleaning up after the activity, disposing of leftover beverage, and other related duties.</li> </ul> <p>Students should keep track of the actual beverage servings, and they should record this information in the "Actual Servings" column of the activity sheet.</p> <p>To conclude the lesson, have each committee discuss and compare differences between and among numbers in the three columns of their charts. Ask students how close their estimates were to the actual serving. Was any committee very close in its estimates? If so, that committee can share their results.</p> <ul style="list-style-type: none"> <li>▪ Investigate perfect squares and square roots using manipulatives.</li> <li>▪ Be able to square numbers and find the square root of perfect squares without a calculator.</li> <li>▪ Estimate square root of non-perfect squares to the nearest whole number without a calculator.</li> <li>▪ Relate squaring a number and finding square root as inverse operations.</li> <li>▪ Define irrational number and give examples.</li> </ul>

## Expressions, Equations and Inequalities

EEI	Grade 8
	Express very large and very small quantities in scientific notation and approximate how many times larger one is than the other
	<p style="text-align: center;"><b>Curriculum:</b></p>
	Using calculators, students will write and interpret large and small numbers using scientific and calculator notation. This exploration will also help students to develop an understanding of the ways exponents are used in writing and multiplying large and small numbers using scientific notation. <a href="http://alex.state.al.us/lesson_view.php?id=26347">http://alex.state.al.us/lesson_view.php?id=26347</a>
	Use scientific notation to solve problems.
	a. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.
	b. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.
	<p style="text-align: center;"><b>Curriculum:</b></p>
	Scientific Notation Concentration Game to convert numbers written in scientific notation into whole numbers and decimals. Identify numbers when they are written in their scientific notation form. <a href="http://www.math-play.com/Scientific-Notation-Concentration/Scientific-Notation-Concentration.html">http://www.math-play.com/Scientific-Notation-Concentration/Scientific-Notation-Concentration.html</a>

EEI	Grade 8
<b>B</b>	<b>Understand the connections between proportional relationships, lines and linear equations.</b>
	Graph proportional relationships.
	a. Interpret the unit rate as the slope of the graph.
	b. Compare two different proportional relationships.
	<p style="text-align: center;"><b>Curriculum:</b></p>
	Students model a bungee jump using a Barbie® doll and <u>rubber bands</u> . The distance to which the doll will fall is directly proportional to the number of rubber bands, so this context is used to examine linear functions. Students will:
	<ul style="list-style-type: none"> <li>• Collect data using a rubber band bungee cord and a Barbie doll.</li> <li>• Use the data collected to construct a scatterplot and generate a line of best fit.</li> <li>• Predict how many rubber bands are needed for Barbie to safely jump from a given distance.</li> </ul>

## Expressions, Equations and Inequalities

	<p>Apply concepts of slope and y-intercept to graphs, equations and proportional relationships.</p> <p>a. Explain why the slope (<math>m</math>) is the same between any two distinct points on a non-vertical line in the Cartesian coordinate plane.</p> <p>b. Derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at</p>
	<p style="text-align: center;"><b>Curriculum:</b></p>
	<p>In lesson 1, students explore the Cartesian Coordinate system, its four quadrants, and plotting points using ordered pairs. In lesson 2, students explore the concept of slope. They start with concept of steepness and build that understanding into a more formal understanding of slope within the <math>y = mx + b</math> form of linear functions. Lesson 3 uses patterns to develop a concept of pattern rules: functions. In this lesson, students use function tables to create algebraic expressions and sentences. Lesson 4 explores the concept of y-intercept. Students review and extend what they learned in the previous 3 lessons in order to emerge with a full understanding of the connection between graphs, equations, and function tables. <a href="http://pms-math.wikispaces.com/file/view/LP8-+Sloping_It_Up-+Graph+equations+in+form+y%3Dmx%2Bb.pdf">http://pms-math.wikispaces.com/file/view/LP8-+Sloping_It_Up-+Graph+equations+in+form+y%3Dmx%2Bb.pdf</a></p>
<b>EEI</b>	<b>Grade 8</b>
<b>C</b>	<b>Analyze and solve linear equations and inequalities and pairs of simultaneous linear equations.</b>
	<p>Solve linear equations and inequalities in one variable.</p> <p>a. Create and identify linear equations with one solution, infinitely many solutions or no solutions.</p> <p>b. Solve linear equations and inequalities with rational number coefficients, including equations and inequalities whose solutions require expanding expressions using the distributive property and combining like terms.</p>
	<p style="text-align: center;"><b>Curriculum:</b></p>
	<p>The following activities are designed to reinforce the solving of single variable open sentences using real-world problems. Students will solve problems that may be encountered during a fictional trip to a local skating rink. Students will determine the cost for renting and/or buying skates and various materials while on the trip. Vocabulary and graphing techniques will be used during the activities. <a href="http://pms-math.wikispaces.com/file/view/LP-Skate+Party+-+Solving+Single+Variable+Equations.pdf">http://pms-math.wikispaces.com/file/view/LP-Skate+Party+-+Solving+Single+Variable+Equations.pdf</a></p>
	<p>Analyze and solve systems of linear equations.</p> <p>a. Graph systems of linear equations and recognize the intersection as the solution to the system.</p> <p>b. Explain why solution(s) to a system of two linear equations in two variables correspond to point(s) of intersection of the graphs.</p> <p>c. Explain why systems of linear equations can have one solution, no solution or infinitely many solutions.</p> <p>d. Solve systems of two linear equations.</p>
	<p style="text-align: center;"><b>Curriculum:</b></p>
	<p>Given linear equations, students will solve the equations using the appropriate methods with 90 percent accuracy. <a href="http://users.manchester.edu/Student/JMFauser/ProfWeb/LinearEqnPlan.pdf">http://users.manchester.edu/Student/JMFauser/ProfWeb/LinearEqnPlan.pdf</a></p>

## Geometry and Measurement

GM	Grade 8
A	<b>Understand congruence and similarity using physical models, transparencies or geometry software.</b>
	<p>Verify experimentally the congruence properties of rigid transformations.</p> <p>a. Verify that angle measure, betweenness, collinearity and distance are preserved under rigid transformations.</p> <p>b. Investigate if orientation is preserved under rigid transformations.</p> <p>Understand that two-dimensional figures are congruent if a series of rigid transformations can be performed to map the pre-image to the image.</p> <p>a. Describe a possible sequence of rigid transformations between two congruent figures.</p> <p>Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.</p> <p>Understand that two-dimensional figures are similar if a series of transformations (rotations, reflections, translations and dilations) can be performed to map the pre-image to the image.</p> <p>a. Describe a possible sequence of transformations between two similar figures.</p>
	<p><b>Curriculum:</b></p> <p><a href="https://ilearn.marist.edu/access/content/user/20034746%40marist.edu/Documents/LOVI_FINAL%20UNIT%20PLAN.pdf">https://ilearn.marist.edu/access/content/user/20034746%40marist.edu/Documents/LOVI_FINAL%20UNIT%20PLAN.pdf</a></p>
	<p>Explore angle relationships and establish informal arguments.</p> <p>a. Derive the sum of the interior angles of a triangle.</p> <p>b. Explore the relationship between the interior and exterior angles of a triangle.</p> <p>c. Construct and explore the angles created when parallel lines are cut by a transversal.</p> <p>d. Use the properties of similar figures to solve problems.</p>
	<p><b>Curriculum:</b></p> <p>Videos and lessons to help Grade 8 students learn how to use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <a href="http://www.onlinemathlearning.com/angle-relationships-8g5.html">http://www.onlinemathlearning.com/angle-relationships-8g5.html</a></p>
GM	Grade 8
B	<b>Understand and apply the Pythagorean Theorem.</b>
	<p>Use models to demonstrate a proof of the Pythagorean Theorem and its converse.</p> <p>Use the Pythagorean Theorem to determine unknown side lengths in right triangles in problems in two- and three-dimensional contexts.</p>

## Geometry and Measurement

### Curriculum:

- 1.) To begin, review how to find the perfect square of a number by playing the following interactive game: <http://www.quia.com/cc/65631.html>. If using an interactive whiteboard, students may come up to the board and tap to find matching pairs.
  - 2.) Students will watch the demo video on the Pythagorean Theorem (attached)
  - 3.) Display the Pythagorean Theorem. Lead a class discussion to see what conclusions the students can draw about the relationship between the sum of the squares of the legs and the square of the hypotenuse.
  - 4.) Divide students into mixed-ability cooperative groups. Groups of three would be ideal for this lesson.
  - 5.) Remind the students that the hypotenuse is the longest length because it is opposite the largest angle. The "right" angle should be between the other two side lengths.
  - 6.) Students will test this theory with different size triangles. Hand out a slip of paper with three lengths on it to each group. Students will use these lengths to build a triangle. They will apply what they saw in the video to this particular lesson. They will build squares off of each side of the triangle and see if it does prove to be a right triangle.
  - 7.) Students will complete attached assignment to assess their understanding of the application of the Pythagorean Theorem.
- [http://alex.state.al.us/lesson\\_view.php?id=32199](http://alex.state.al.us/lesson_view.php?id=32199)

Use the Pythagorean Theorem to find the distance between points in a Cartesian coordinate system.

### Curriculum:

- Students will verify the Pythagorean Theorem using math manipulatives.
  - Students will solve for the sides of a right triangle, using the Pythagorean Theorem.
  - Students will determine whether a triangle is a right triangle, using the Pythagorean Theorem.
  - Students will generate a list of Pythagorean Triples.
  - Students will apply the Pythagorean Theorem to solve real-life problems.
- [http://alex.state.al.us/lesson\\_view.php?id=30577](http://alex.state.al.us/lesson_view.php?id=30577)

## Geometry and Measurement

GM	Grade 8
C	Solve problems involving volume of cones, pyramids and spheres.
	<p>Solve problems involving surface area and volume.</p> <p>a. Understand the concept of surface area and find surface area of pyramids.</p> <p>b. Understand the concepts of volume and find the volume of pyramids, cones and spheres.</p>
	<b>Curriculum:</b>
	<ol style="list-style-type: none"> <li>1. Display models of the prism, cylinder, cone, and pyramid, and review their names, faces, bases. Also, discuss the difference between volume and surface area, and review how to find the volume and surface area of these figures.</li> <li>2. Group students in pairs, and give each pair a roll of tape, a ruler, enough mini marshmallows to fill a large paper cylinder, and two sheets of 8 1/2 x 11 inch construction paper. Also, distribute individual copies of the Volume and Surface Area activity sheet. Again, quickly review how to calculate the volume and surface area of a cylinder.</li> <li>3. Have students work with partners to complete the activity sheet. As they work, provide assistance, as needed.</li> <li>4. When students are finished, review the process and the answers with the class.</li> <li>5. Distribute individual copies of the Three-Dimensional Figures graphic organizer and the Volume and Surface Area Challenge Problems. Have students work with partners to solve the problems, using the information on the organizer. Instruct them to write all formulas they use and show all their work.</li> <li>6. When students are finished, have them present their solutions and work to the class. Lead a class discussion regarding how students approached each problem. Again, review how to find the volume and surface area of the figures. Have them store their Three-Dimensional Figures graphic organizers for future reference.</li> </ol> <p><a href="http://www.doe.virginia.gov/testing/solsearch/sol/math/8/mess_8-7ab.pdf">http://www.doe.virginia.gov/testing/solsearch/sol/math/8/mess_8-7ab.pdf</a></p>

## Data Analysis, Statistics and Probability

DSP	Grade 8
A	Investigate patterns of association in bivariate data.
	<p>Construct and interpret scatter plots of bivariate measurement data to investigate patterns of association between two quantities. Generate and use a trend line for bivariate data, and informally assess the fit of the line. Interpret the parameters of a linear model of bivariate measurement data to solve problems. Understand the patterns of association in bivariate categorical data displayed in a two-way table.</p> <p>a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.</p> <p>b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>
	<p style="text-align: center;"><b>Curriculum:</b></p> <p>These lessons were developed for students who already have some knowledge about graphing and using statistics. In these lessons, students will create and analyze scatterplots. The students will also create a line of best fit and use it to make predictions. The line of best fit in these lessons will be used to show a correlation but will not be connected to finding slope and writing equations as they will be taught later in the curriculum.</p> <p><a href="http://pms-math.wikispaces.com/file/view/LP-%20Scatter-Brained.pdf/237470793/LP-%20Scatter-Brained.pdf">http://pms-math.wikispaces.com/file/view/LP-%20Scatter-Brained.pdf/237470793/LP-%20Scatter-Brained.pdf</a></p>

## Functions

F	Grade 8
A	<b>Define, evaluate and compare functions.</b>
	<p>Explore the concept of functions. (The use of function notation is not required.)</p> <ol style="list-style-type: none"> <li>Understand that a function assigns to each input exactly one output.</li> <li>Determine if a relation is a function.</li> <li>Graph a function.</li> </ol> <p>Compare characteristics of two functions each represented in a different way.</p>
	<p style="text-align: center;"><b>Curriculum:</b></p>
	<p>In these lessons, students will explore what a function is, how to determine if a relation is a function and different ways a function can be represented. Prior knowledge should include patterns, sequences and relations.</p> <p><a href="http://pms-math.wikispaces.com/file/view/LP8-%20ins_and_outs%20of%20Functions.pdf/237568057/LP8-%20ins_and_outs%20of%20Functions.pdf">http://pms-math.wikispaces.com/file/view/LP8-%20ins_and_outs%20of%20Functions.pdf/237568057/LP8-%20ins_and_outs%20of%20Functions.pdf</a></p> <p><a href="http://pms-math.wikispaces.com/file/view/Goodyear%20walks%20using%20the%20rule%20of%20four.pdf/239693059/Goodyear%20walks%20using%20the%20rule%20of%20four.pdf">http://pms-math.wikispaces.com/file/view/Goodyear%20walks%20using%20the%20rule%20of%20four.pdf/239693059/Goodyear%20walks%20using%20the%20rule%20of%20four.pdf</a></p>
	<p>Investigate the differences between linear and nonlinear functions.</p> <ol style="list-style-type: none"> <li>Interpret the equation <math>y = mx + b</math> as defining a linear function, whose parameters are the slope (m) and the y-intercept (b).</li> <li>Recognize that the graph of a linear function has a constant rate of change</li> <li>Give examples of nonlinear functions.</li> </ol>
	<p style="text-align: center;"><b>Curriculum:</b></p>
	<p>Students participate in two data collection activities which introduce direct and inverse variation. In the pre-assessment, students categorize numerical, graphical and verbal representations as linear or nonlinear and determine which linear representations are also direct variation relationships. In the post-assessment activity, students convey their understanding of linear, nonlinear, direct and inverse relationships through verbal and written communication. This three-part lesson provides opportunities for students to work individually, with partners and in small groups. During activities, monitor student progress in order to make informal assessments of student understanding and to provide intervention, when necessary. This lesson plan focuses on the direct variation portion of the lesson.</p>

## Functions

F	Grade 8
B	Use functions to model relationships between quantities.
	Use functions to model linear relationships between quantities. a. Explain the parameters of a linear function based on the context of a problem. b. Determine the parameters of a linear function. c. Determine the x-intercept of a linear function. Describe the functional relationship between two quantities from a graph or a verbal description.
	<p style="text-align: center;"><b>Curriculum:</b></p> Students will write an equation for a given problem situation and investigate the relationships for these situations using tables and graphs. <a href="http://pms-math.wikispaces.com/file/view/LP-%20Linear%20Functions.pdf/240982223/LP-%20Linear%20Functions.pdf">http://pms-math.wikispaces.com/file/view/LP-%20Linear%20Functions.pdf/240982223/LP-%20Linear%20Functions.pdf</a>