

LINEAR FUNCTIONS DEVELOPMENTAL PROGRESSION

Overall Goal:

Students will be able to interpret situations involving linear relationships with an equation, graph, table, or rule in words.

Common Themes:

- Proportional reasoning runs throughout the linear function progression.
- Linear relationships develop from an understanding of rates, ratios, and proportions across a variety of real-world applications, including geometry and measurement.
- Building in-out tables and looking for patterns within them presents students with a powerful tool for making connections between important topics including proportional reasoning, number lines, patterns, and integers.

Unit / Lesson / Context	Notes
U1.L2 (area model for multiplication)	
U1.L3 (area with formulas)	
U1.L4 (perimeter with formulas)	
U1.L5 (scale drawings, tables, straight line graphs)	
U1.L6 (variables, equations, proportional reasoning, patterns)	
U2.L1 (ratios and proportions)	
U2.L2 (proportional reasoning)	
U7.L3 (integers)	
U12.L1 (equations and patterns)	
U15.L1 (statistical data and in-out tables)	
U15.L2 (statistical data and in-out tables)	
U16.L1 (dot plots)	

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U18.L1 (linear relationships)	
U18.L2 (linear relationships and patterns)	
U18.L3 (linear relationships and in-out tables)	
U18.L4 (linear relationships and the y-intercept)	
U19.L1 (writing equations from tables)	
U19.L2 (connecting in-out tables and equations to graphs)	
U19.L3 (slope-intercept form)	
U19.L4 (slope and y-intercept in context)	
U19.L5 (algebra in context)	
U19.L6 (algebra in context)	

Notes to Teachers:

- The entire curriculum is a complete progression. This two-page progression highlights selected lessons related to linear functions.
- Each CALM lesson builds into the next. Keep this in mind as you seek to use this modified progression. Be sure to read (just below the title of each lesson plan) how this specific lesson connects to previous work in CALM. Recognize that some students may need some additional support to make those connections more concrete, i.e. you may find it useful to review what was previously taught before deciding on how to move forward. Additional practice from other resources in your classroom also may be used.
- You may need to provide your own transitions or segues between nonconsecutive lessons and units.
- Workforce Application Assessments and Unit Final Assessment Questions are excellent resources for evaluating if your students are ready to move on to the next unit. Even if these materials are not listed in the above progression, we encourage you to incorporate them into your class and/or homework time on a regular basis.
- Don't forget CALM's motto - Slow down to speed up. Recognize that teaching conceptually takes time to teach and learn but ultimately builds a solid foundation for advancing students through greater content than pure repetition and memorization techniques.