Learning Map: Designing Adjustable Curriculum

Course/Subject/Grade(s): Math 9			Planning Team: Shelley and Grade 9 Team at A D Rundle			
Unit Guiding Question: What is a continuous linear relationship? How can we use patterns in linear relationships to make predictions? What are the different ways to represent linear relations?						
		ACCESS: This is what I **need** to know and do	**ALL:** This is what I **must** know & do	**MOST:** This is what I **can** know & do	**FEW:** This is what I **could** know & do	**CHALLENGE:** This is what I **can try to** know & do
Content Goal(s): I know t*wo-variable linear relations*, using graphing, interpolation, and extrapolation (using different ways)		I know pattern I know line graph I know variable	I know horizontal and vertical lines I know two variable continuous relations I know graphing relations and analysis I know how interpolations are useful	I know interpolating and extrapolating I know how extrapolation is useful	I know how linear relations connect to our First People I know how graphing is useful	I know how linear relations connect to our community
Curricular Competency Goals	Curricular Competency Goal: I can reason and analyze by…	Identifying and using tools	using tools to explore & create I can use to tools to find patterns	finding relationships I can use technology	testing conjectures	Creating and testing conjectures
	Curricular Competency Goal: I can reason and analyze by…	participating in mathematical ideas	exploring mathematical ideas	analyzing mathematical ideas	applying mathematical ideas	extending mathematical ideas
	Curricular Competency Goal: I can communicate and represent in many ways by…	communicating my learning by following a model	communicating my thinking in one way (concrete, pictorial, abstract)	communicating my thinking in two way (concrete, pictorial, abstract)	communicating my thinking in any way (concrete, pictorial, abstract)	I can integrate my thinking in all way (concrete, pictorial, abstract)
	Curricular Competency Goal: I can communicate and represent in many ways by…	sharing my mathematical thinking	explaining my mathematical thinking	justifying mathematical thinking	arguing mathematical thinking	adjusting my mathematical thinking based on new information