# STEP Standard 2 - Writing Standards-Based Objectives and the Learning Goal

Complete the STEP Standard 2 of the template that includes the following:

* **National or State Academic Content Standards**: Include both the standard code and the title. Only include standards you will provide instruction for and that will be assessed.
* **Learning Goal**: Provide the overall learning goal for this unit. What do you want students to know and be able to do at the end of the unit?
* **Measurable Objectives**: List the measurable objectives for this unit. Make sure the objectives are measurable and only include the objectives you plan to assess and have evidence that the students have met or not met the objectives.

APA format is not required, but solid academic writing is expected.

Note: You are expected to teach the unit by the end of Topic 8.

This should be an interesting unit as taking slopes in real world situations makes math more relevant. I think your chosen standard are perfect. It’s important not to cover too much in one unit. Small chunks in sequential order is much more effective. I appreciate you creating measurable objectives, it takes a lot of practice. I provided a couple sentence formatted objectives for you to consider.

Cindy

**Unit Topic**: Slope in real-world problems.

**Unit Title:** Interpreting rate of change and y-intercept in real-world word problems and match to the corresponding graph.

**National or State Academic Content Standards**

TEKS 8.4

(B) Graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship; and

(C) Use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems.

**Learning Goal**

Students will be able to analyze a real-world word problem and identify the slope and y-intercept before matching it to the corresponding graph.

**Measurable Objectives**

1. Students in 8th grade math.
2. Be able to analyze a word problem, identify the slope and the y-intercept, and match the equation of the line to the appropriate graph.
3. With the aid of their elbow partner, students will use their handout to report their answers from stations placed around the room where they will perform their objective.
4. Students will be able to solve 4 out of 5 stations with accuracy.

“At the end of this lesson, with the use of math stations and a handout, elbow partners of 8th grade math students will be able to match the slope and y-intercept from a real-world word problem and match it to the corresponding graph with 80% accuracy.”

**Great job on creating measurable objectives. Now we can take what you have above and make a succinct sentence. Of course, I may have it wrong, but I think you get the general idea.**

* **Students will identify the slope and the y-intercept equations at 5 math stations with 80% accuracy.**
* **Students will analyze word problem handout and match to the appropriate graph at least 4 out of 5 at each math stations**