

Community Unit District 308 Eighth Grade Math Scope & Sequence

Standards taught and Assessed through Formative Assessments
 Standards taught and Assessed through Summative Assessments

Approximate Time Frames per Unit (in weeks) 4 3 3 4 3 5 3 3 2 Glence Course 3 Chapter(s) 2 1 8.8 ii 5 5 4 3 8.9 3 6 8.7 9 The Number System 8.NS.A. Know that there are numbers that are not attornal, and approximate them by rational numbers. 8.NS.A. Know that there are numbers that are not attornal, and approximate them by rational numbers ever number has a decrine lexipation. For facional numbers when the the second expansion repeats evertually, and convert a decrined expansion which repeats eventually into a rational number. 8.NS.A. 2 Use rational approximately on a number into diagram, and estimate the value of unpressions [e.g., nf]. For example, by the numbers to compare the size of irrational numbers. Supproximations of institution of 12.5 show that 12.5 shows t
8.NS.A.K Know that there are numbers that are not rational, and approximate them by rational numbers. 8.NS.A.K Know that numbers that are not rational and calcular disclosed including a calcular calcular disclosed including a calcular c
S.N.S.A. Know that numbers that are not craincal are called irritorially under the composition of traincal formately that every number has a decimal expansion, for rational numbers in the decimal expansion repeats eventually and convert a decimal expansion in the pressit eventually into a rational number. A.N.S.A. Z. Use rational approximations of irrational numbers show that the decimal expansion repeats eventually into a rational number. A.N.S.A. Z. Use rational approximations of irrational numbers to compare the size of irrational numbers. locate them approximations, by numerical particular dependent of the size of th
S.E.A. If Know that humbers that are not rational are called irrational. Understand informally that every number has a decimal expansion or frailoral numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. 3.R.S.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers. Incorate them approximately on a number line diagram, and estimate the value of expressions (e.g., IP). For example, 3 of surrecting the decimal expansion of √2, show that √2 is between 1 and 2, then between 14 and 15, and explain how to continue on to get better approximations. S.E.E.A.1. Know and apply the properties of integer exponents to generate equivalent numerical expensions. S. Equations S.E.E.A.2. Uses equivalent or old and clase not symbols to preparent solutions to equations of the comparent
every number has a decimal expansion, for rational numbers show that the decimal expansion impeats wentually into a rational number. S. INS. A.Z. Use rational approximations of irrational numbers to compare the size of irrational numbers. Locate them approximately on a number in decigram, and estimate the value of expension of 1/2, and 1/5, and explain how to combine or to get better approximations. S. EE.A. Expressions and equations work with radicals and integer exponents. S. EE.A. Expressions and equations work with radicals and integer exponents. S. EE.A. Trow and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3// 3// 3/ 3/ 1/3/ 1/3/ 1/3/ 1/3/ 1/3/
repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. S.N.S.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximations or manufacture of the provided of the
ASEA 2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., 1**). For example, by funcating the decimal expansion of √2, show that √2 is between 1 and 2, them between 1.4 and 1.5, and explain how to confinue on to get better approximations. S.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3** 3** 3** 3** 13** = 13** = 127. S.EE.A.2 Is expansions. For example, 3** 3** 3** = 13** = 13** = 127. S.EE.A.3 Use numbers expressed in the form of a single digit limes an integer cook of small perfect degues and online or lost symbols to represent solutions to equations of the form x² = p and x² = p, where p is a positive rational number. Evaluate square rooks of small perfect degues and other notes of small perfect degues and perfect degues as much one is than the other. For example, estimate the population of the wind s x² firms x² for a small perfect degues as a smuch one is than the other. For example, estimate the population of the three words population is smore than 20 firms larger. S.EE.A.3 Ferform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation are used to separate the distinctive the graph to a distance-time equation to determine which of how moving objects has quantity and the propertional relationships, interpret scientific notation are used to separate the distinctive proportional relationships, interpret scientific notation are used to separate the distinctive proportional relationships, interpret scientific notation are used to separate the distinctive proportional relationships, interpret scientific notation are used t
numbers, locate them approximately on a number line diagram, and assimate the value of expressions (e.g., m ²). For example, by funcating the devides expansion of 22, show that 12 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better. S.E.E.A. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3.8.7.9.3.9.1.3.1.9.1.2.1.2.1.2.1.2.1.2.1.2.1.2.1.2.1.2
expressions (e.g., rth, For example, by funcating the decimal expansion of v(2, show that v2 is between 1 and 2, then between 1 4, and 15, and explain how to continue on to get better approximations. S.EE.A. The most hand the properties of integer exponents to generate equivalent numerical expressions. For example, 3* x 3* - 3* = 1,0* = 1,07. S.EE.A. It know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3* x 3* - 3* = 1,0* = 1,07. S.EE.A. It was quarter coal and use not only symbols to represent solutions to equations of the form x² = p and x² = p, where p is a positive rational number. Evaluate square roots of small perfect outsets. Know that v2 is irrelated in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the united Saltes as 3 times 10* and the population of the world as 7 times 10° and othermine that the world population is more than 20 times targer. S.EE.A. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation is more than 20 times targer. S.EE.B.S. Graph proportional relationships, interpret scientific notation are used. Use scientific notation is where the other interpretation of the scientific notation are used to the company of the scientific notation are used. Use scientific notation is more than 20 times targer. S.EE.B.S. Graph proportional relationships, interpret give the scientific notation are used to scientific notation are used. Use scientific notation is to scientific notation are used to scientific notation are us
REFEA ** Know and apply the properties of integer exponents to generate equations work with radicals and integer exponents. SEE.A.** (Know and apply the properties of integer exponents to generate equations work with radicals and integer exponents. SEE.A.** Use square rout and cube not symbols to represent solutions to equations of the form # - p and ** p where p is a positive rational number. Evaluate square roots of small perfect cubes. Know that '2 si inational. SEE.A.** Use unmost expressed in the form of a single perfect cubes. Know that '2 si inational. SEE.A.** Is use manubus expressed in the form of a single grower of 10 to estimate very large or very small quantities, and to express how many times as much one is than be other. For example, estimate the new for a single proper of 10 to estimate very large or very small quantities, and to express how many times as much one is than population of the winds of a fines 10°, and determine that the world population is more than 20 appropriate size for measurements of very large or very small quantities, and the control of the size of
8.EE.A Expressions and equations work with radicals and integer exponents. 9.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3°× 3° + 3° + 10° + 10° + 10°. 9.EE.A.2 Use numbers expressed in the form of a single digit times an integer power of 10 to generate the properties of the form of a single digit times an integer power of 10 to generate the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population of the United States as 3 times 10° and the population is more than 20 times larger. 3.EE.A.2 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very larger or very small quantities (e.g., use millimeters per year for seaffoor spreading). Interpret scientific notation that has been generated by technology compare a distance—the graph to a distance—time equation in the distance—time equation in one variable and the origin and the equation of the time through the origin and the equation of the tom x = a, a = a, or a = b results (where a and b a requision is more variable with one southors. 3.EE.C.2 Sharlayze and solve pairs of simultaneous line
S.EE.A. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3° 3° 4° 13° 13° 12′ 12′ 12′ 12′ 12′ 12′ 12′ 12′ 12′ 12′
SEE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3 × 3 ± 3 ± 1/3
expressions. For example, 3'× 3' = 5' = 1' 19' = 1/27. EEE.A.2 Use quarter out and cube root symbols to represent solutions to equations of the form x² = p and x² = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that x² is metalional. EEE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than to ther. For example, estimate the population of the brinder States as 3 times 10' and the population of the population of the population in the full off States as 3 times 10' and the population of the modern and scientific notation are used. Use scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seations syreading), Interpret scientific notation that has been generated by technology 8.EEB.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. S.EEB.5 Graph proportional relationships presented in different vays. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has grader speed. B.EEB.6 Use similar frangles to explain why the slope m is the same between any two distinct points on an on-vertical line in the coordinate place; deviet the equation y = mx + b for a line intercepting the vertical axis at b. B.EEC.7 Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (wherea and bar equations is non
form x² = p, where p is a postive rational number. Evaluate square roots of small perfect outsers and outse roots of small perfect outsers. Know that V2 is irristional. BLEA.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10% and the population and the world as 7 times 10%, and determine that the world population is more than 20 times larger. S.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seaflours presented in different proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. B.EE.B.5 Graph proportional relationships presented in different ways. For example, compare a distance-time graph to a distance-time equation of the coordinate plane, derive the equation y = mx for a limit through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. B.EE.C.7 Solve linear equations in one variable. B.EE.C.8 Analyze and solve pairs of simultaneous linear equations in the variable solve linear equations where and be are different numbers. B.EE.C.8 Analyze and solve pairs of simultaneous linear
BEE.3 Is unwhere sepresed in the form of a single digit limes an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the propulation of the United States as 3 times 10% and the population of the propulation of the United States as 3 times 10% and the population of the world as 7 times 10%, and determine that the world population is more than 20 times larger. SEE.A. Perform operations with numbers expressed in scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology experience who different proportional relationships, interpret scientific notation that has been generated by technology. B.E.B.5 Graph proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. B.E.B.5 Less mills franges to explain with the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane, derive the equation y = mx for a line through the origin and the equation y = mx → b for a line intercepting the vertical axis at b. B.E.E.C.7a Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation in the property and collecting like terms. B.E.E.C.7a Solve linear equations in one variable with one solution in the variable and the second of the graphs of the property and collecting like terms. B.E.E.C.7a Solve linear equations in one variable. a. Understand that solutions to a system of t
S.EE.A.3 Use numbers expressed in the form of a single digit mes an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10° and the population of the world as 7 times 10°, and determine that the world population is more than 20 times larger. S.EE.A.P Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seaflors preading), interpreting the unit rate as the slope of the graph. Compare wo different proportional relationships interpreting the unit rate as the slope of the graph. Compare wo different proportional relationships represented in different ways. For example, compare a distance-time equation to determine which of two moving objects has greater speed. S.EE.B.G. Samilar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx for a line through the origin and the equation y = mx for a line through the origin and the equation is none variable. S.EE.C.A nalyze and solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation is simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). S.EE.C.7a Solve linear equations in one variable. J. Contraction of their graphs, because points of intersection satisfy both equations by graphing the equitation is none variable. S.EE.C.8a Analyze and solve pairs of simultaneous linear equations. S.EE.C.8a Analyze and solve pairs of simultane
estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the Morted States as 3 times 10° and the population of the world as 7 times 10°, and determine that the world population is more than 20 times larger. S.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate scientific notation and choose units of appropriate properties of measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading), interpret scientific notation that has been generated by technology year for seafloor spreading), interpret scientific notations between proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time equation to determine which of two mowing objects has greater speed. S.EE.B.S. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane, derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. S.EE.C.7a Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). S.EE.C.7a Solve linear equations in one variable. S.B.E.C.7a Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the g
population of the world as 7 times 10 ⁵ , and determine that the world population is more than 20 times larger. 8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology 8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.EE.B.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line intercepting the vertical axis at b. 8.EE.C.7a Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). 8.EE.C.7b Solve linear equations in one variable. b. Solve linear equations with rational numbers coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8.EE.C.8a Analyze and solve pairs of simultaneous linear equations. 9.E.E.C.8a Analyze and solve pairs of simultaneous linear equations. 1. Understant that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. 8.EE.C.8b Analyze and solve pairs of simultaneouslinear equations. 9. S.EE.C.8b An
SEE.A.# Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seaflors preading). Interpret scientific notation that has been generated by technology ### SEE.B. Understand the connections between proportional relationships, lines, and linear equations. ### SEE.B.5 Graph proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time method to two moving objects has greater speed. ### SEE.B.6 Understand the connections between proportional relationships, lines, and linear equations. ### SEE.B.6 Understand the connections between proportional relationships, lines, and linear equations. ### SEE.B.6 Understand the connectionships represented in different ways. For example, compare a distance-time graph to a distance-time unit of two moving objects has greater speed. ### SEE.B.6 Understand the equation of the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. ### SEE.C.7 Solve linear equations in one variable. #### SEE.C.7 Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). #### SEE.C.7 Solve linear equations in one variable. ### SEE.C.8 Analyze and solve pairs of simultaneous linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations in two variables adaptions in two variables adaptions in two vari
SEE.A. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation, including problems appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology ### 8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. ### 8.EE.B.5 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx to fa line through the origin and the equation y = mx to fa in intercepting the vertical axis at b. #### 8.EE.C.7 a Solve linear equations in one variable. ### 8.EE.C.7 a Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). #### 8.EE.C.7 a Solve linear equations in one variable. ### 9. Solve linear equations with rational number ocefficients, including equations whose solutions equations with rational numbers of the form x = a, a = a, or a = b results (where a end by a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. #### 8.EE.C.8a Analyze and solve pairs of simultaneouslinear equations. ### 9. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. F
where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology 8.EE.B. Understand the connections between proportional relationships, linear equations. 8.EE.B. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.EE.B.6 Uses similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. 8.EE.C. Analyze and solve pince requations in one variable. 8.EE.C. Analyze and solve pince requations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation in this implier forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). 8.EE.C.3h Solve linear equations in one variable. 9. Solve linear equations in the rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8.EE.C.3b Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection satisfy both equations simultaneously. 8.EE.C.3b Analyze and solve pairs of simultaneous linear equations. 9. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equat
year for seafloor spreading). Interpret scientific notation that has been generated by technology 8.EE.B. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.EE.B. Os similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line intercepting the vertical axis at b. 8.EE.C. An a Solve linear equations in one variable. 8.EE.C. An another and the equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and be are different numbers). 8.EE.C.7b Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8.EE.C.3a Analyze and solve pairs of simultaneous linear equations. 9.E.E.C.8a Analyze and solve pairs of simultaneous linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. 9.E.E.C.8a Analyze and solve pairs of simultaneous linear equations. 9. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations in two variables algebraically, and estimate solutions by graphing the equations in two variables for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. Functions 8.F.A. Define, evaluate, and compare functions.
8.EE.B Understand the connections between proportional relationships, lines, and linear equations. 8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.EE.B.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. 8.EE.C.7a Solve linear equations in one variable. 8.EE.C.7a Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). 8.EE.C.7a Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8.EE.C.7a Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8.EE.C.8a Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. 8.EE.C.8b Analyze and solve pairs of simultaneous linear equations in two variables, or example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects
8.EE.C.7a Solve linear equations in one variable. 8.EE.C.7a Solve linear equations in one variable. 8.EE.C.7b Solve linear equations in one variable. 8.Solve similar triangles to explain unmber coefficients, including equations whose solutions require expanding expressions using the distributive properly and collecting like terms. 8.EE.C.7a Solve linear equations in one variable. 8.GE.C.7a Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). 8.EE.C.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive properly and collecting like terms. 8.EE.C.8a Analyze and solve pairs of simultaneous linear equations. 8.EE.C.8b Analyze and solve pairs of simultaneous linear equations. 9. Solve intersection of their graphs, because points of intersection satisfy both equations simultaneously. 9. Selec.8b Analyze and solve pairs of simultaneous linear equations. 9. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve specially for example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneous linear equations. 9. Selec.8b Analyze and solve pairs of simultaneous linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. Functions 8.F.A. Define, evaluate, and compare fu
Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. 8.E.E.S. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. 8.E.E.C.7a Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent of the form x = a, a = a, or a = b results (where a and b are different numbers). 8.E.E.C.7b Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8.E.E.C.8a Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously in the equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneous linear equations. 5. Solve greater and solve pairs of simultaneous linear equations. 5. Solve greater and solve pairs of simultaneous linear equations. 5. Solve greater and solve pairs of simultaneous linear equations. 6. Selece. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the fi
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graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
8.F.A.2 Compare properties of two functions each represented in a different way (algebraically,
graphically, numerically in tables, or by verbal descriptions). For example, given a linear function
represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.



Community Unit District 308 Eighth Grade Math Scope & Sequence

Standards taught and Assessed through Formative Assessments
 Standards taught and Assessed through Summative Assessments

Unit	1	2	3	4	5	6	7	8	9	
8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight										
line; give examples of functions that are not linear. For example, the function A = s ² giving the area										
of a square as a function of its side length is not linear because its graph contains the points (1,1),										
(2,4) and (3,9), which are not on a straight line.										
8.F.B Use functions to model relationships between quantities.										
8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the										
rate of change and initial value of the function from a description of a relationship or from two (x,										
y) values, including reading these from a table or from a graph. 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					Ť					
table of values.										
8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a					_					
graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph										
that exhibits the qualitative features of a function that has been described verbally.										
Geometry										
8.G.A Understand congruence and similarity using physical models, transparencies, or geometry software.										
8.G.A.1a Verify experimentally the properties of rotations, reflections, and translations:										
Lines are taken to lines, and line segments to line segments of the same length.								_		
8.G.A.1b Verify experimentally the properties of rotations, reflections, and translations:										
b. Angles are taken to angles of the same measure.								_		
8.G.A.1c Verify experimentally the properties of rotations, reflections, and translations:										
c. Parallel lines are taken to parallel lines.										
8.G.A.2 that a two-dimensional figure is congruent to another if the second can be obtained from								_		
the first by a sequence of rotations, reflections, and translations; given two congruent figures,										
describe a sequence that exhibits the congruence between them.										
8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-										
dimensional figures using coordinates.										
8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be										
obtained from the first by a sequence of rotations, reflections, translations, and dilations; given										
two similar two-dimensional figures, describe a sequence that exhibits the similarity between										
them.										
8.G.A.5 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. For example, arrange three copies of the same triangle so				•						
that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.										
8.G.B Understand and apply the Py	thagar	oan tha	orom		<u> </u>					
8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse.	lliagon	Tan me	Jieili.		I	T	<u> </u>	<u> </u>		
LApidin a proof of the Fythagorean Theorem and its converse.				•						
8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in				Ť						
real-world and mathematical problems in two and three dimensions.										
8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate				_						
system.				•						
8.G.C Solve real-world and mathematical problems involving	na volu	me of c	linders	. cones	. and s	pheres.				
8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to	J			,	,					
solve real-world and mathematical problems.		•								
Statistics and Proba	bility									
8.SP.A Investigate patterns of associations and association association and association association and association and association associatio	ation in	bivaria	te data.							
8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate										
patterns of association between two quantities. Describe patterns such as clustering, outliers,										
positive or negative association, linear association, and nonlinear association.										
8.SP.A.2 Know that straight lines are widely used to model relationships between two										
quantitative variables. For scatter plots that suggest a linear association, informally fit a straight										
line, and informally assess the model fit by judging the closeness of the data points to the line.										
8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate										
measurement data, interpreting the slope and intercept. For example, in a linear model for a										
biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight										
each day is associated with an additional 1.5 cm in mature plant height.		ļ								
8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data										
by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a										
two-way table summarizing data on two categorical variables collected from the same subjects.										
Use relative frequencies calculated for rows or columns to describe possible association between										
the two variables. For example, collect data from students in your class on whether or not they										
have a curfew on school nights and whether or not they have assigned chores at home. Is there										
evidence that those who have a curfew also tend to have chores?					1	1				