8th Grade Power Standards

8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. (First Nine Weeks)

8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (First Nine Weeks)

8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (First Nine Weeks)

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. (First Nine Weeks)

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; know and 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. (First Nine Weeks)

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 table of values. (Second Nine Weeks)

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. (Second Nine Weeks)

8.EE.C.7 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 equation of the form x = a, a = a, or a = b results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. (Second Nine Weeks)

8.EE.C.8 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.
b. Solve systems of two linear 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 simultaneously be 5 and 6.
(Second Nine Weeks)

8.G.B.5 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two or three dimensions. (Third Nine Weeks)

8.G.B.6 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (Third Nine Weeks)

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. (Third Nine Weeks)

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. (Third Nine Weeks)

8.SP.B.4 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event. (Fourth Nine Weeks)

When creating lesson plans, incorporate the following standards throughout your lesson to insure students are successful.

Standards for Mathematical Practice	Literacy Skills for Mathematical Proficiency
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	1. Use multiple reading strategies. 2. Understand and use correct mathematical vocabulary. 3. Discuss and articulate mathematical ideas. 4. Write mathematical arguments.

Please see resources included for tasks that incorporate these practices.

First 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Expressions and Equations	Work with radicals and integer exponents.	***8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. Fluency- Evaluating squares and cubes without a calculator. *ACT	I can use square root/ cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$. I can evaluate square roots and cube roots of small perfect cubes.	Radical Radicand Exponent Power Cube Root Perfect Cube Perfect Square Square Root Radical Sign	Aug 6-8
The Number System	Know that there are numbers that are not rational, and approximate them by rational numbers.	8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Fluency- Convert fractions to decimals and decimals to fractions. *ACT	I can classify numbers as rational or irrational. I can convert a repeating decimal into a rational number. I can show that decimals repeat eventually.	Integers Irrational Number Natural Number Number Line Rational Number Real Number Whole Numbers	Aug 9-10
		8.NS.A.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., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. Fluency- Practice long division.	I can estimate and find rational approximations for irrational numbers. I can plot estimated values on a number line diagram. I can compare and order real numbers.	Irrational Number Number Line Rational Number	Aug 13-15
		Number System Resources			
		Repeating Decimals Real Number Race	Comparing Rational and Irrational Number System Edutoolbox	Comparing Irrational Numbers Square and Cube Roots Edutoolbox	Order Real Numbers Task Minnesota Real Numbers

***Major work of the grade **Bold Standards= Power Standards** *ACT= ACT correlation

First 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Expressions and Equations	Work with radicals and integer exponents.	***8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ Fluency- Adding, subtracting, multiplying, and dividing integers. *ACT	I know the properties of integer exponents. I can apply the properties of integer exponents to generate equivalent numerical expressions.	Base Exponent Integers Power	Aug 16-24
		***8.EE.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 the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger. Fluency- Adding, subtracting, multiplying, and dividing integers. *ACT	I can use numbers in the form of a single digit times an integer to the power of 10 to estimate very large or very small quantities. I can express how many times as much one is than the other. I can compare and order numbers expressed in scientific notation.	Base Exponent Power Scientific Notation Standard Form	Sept 4-5
Expressions and Equations	Work with radicals and integer exponents	***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. Fluency- Adding, subtracting, multiplying, and dividing integers. *ACT	I can perform operations (addition, subtraction, multiplication, and division) with numbers in scientific notation. I can use scientific notation and choose appropriate units for measures.	Measurement Operations (addition, subtraction, multiplication, and division) Scientific Notation	Sept 6-14

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		Exponent and Scientific Notation Resources			
		Exponents and Scientific Notation Exponent Edutoolbox	Extending Exponents Applying Properties of Exponents Lesson	Scientific Notation Edutoolbox	

First 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Functions	Define, evaluate, and compare functions.	***8.F.A.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. *ACT	I can describe the difference between a relation and a function. I can compare relations and functions represented differently (graph, mapping, equations, set notation, table).	Correspond Function Input Ordered Pair Output Domain Range Mapping Set Notation	Sept 17-18
		***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. *ACT	I can describe the relationship between two quantities by analyzing a graph. I can sketch a graph of a function using its verbal description. I can interpret real-world linear and nonlinear qualitative graphs.	Constant Decreasing Function Increasing Linear Nonlinear Sketch	Sept 19-21
		Functions Resources			
		Distance- Time Graphs Functions Edutoolbox	Linear Graphs Shelves	Stacking Cups Qualitative Graphs Edutoolbox	Functions Assessment Task

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First 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Expressions and Equations	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. Fluency- Practice division. *ACT	I can graph proportional relationships recognizing slope. I can compare proportions represented in different forms.	Proportional Relationship Slope Unit Rate	Sept 24-28
		***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. Fluency- Practice subtraction and division of integers. *ACT	I can use similar triangles to explain same slope. I can derive y=mx through the point (0,0), using rise over run. I can derive y=mx+b through the point (0,b), using patterns, input/output tables. I can derive y=mx+b from a graph of a line.	Derive Non-Vertical Line Coordinate Plane Origin Similar Triangles Vertical Intercept (Y-Intercept) Slope	Oct 1-5
		Proportional Relationship Resources			
		Buying Cars Defining Lines by Points, Slopes, and Equations	Bike Ride Journey Similiar Triangles Edutoolbox	Comparing Lines and Linear Equations	Linear Functions Module Proportional Relationships Edutoolbox

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Second 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Functions	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 table of values.** Fluency- Practice comparing numbers. *ACT	I can construct a linear function. I can determine and interpret the slope (rate of change) and y-intercept.	Rate of Change Per Construct Initial Value Linear Function Quantities Slope	Oct 8-12
	Define, evaluate, and compare functions.	*****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.** Fluency- Comparing Numbers.	I can compare two functions represented differently (algebraically, graphically, tables, verbal descriptions, mapping).	Algebraic Expressions Linear Functions Properties Rate of Change Table of Values Mapping	Oct 15-26
		***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. Fluency- Put equations in slope-intercept form. *ACT	I can define the properties of a linear function in the form y=mx+b. I can determine whether a function is linear or nonlinear.	Intercept Linear Nonlinear Slope Vertical Y-Intercept	Oct 29-31

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		Linear Relationship Resources			
		Constructing Linear Functions Edutoolbox	Identifying Slope and Y-intercept Edutoolbox	Comparing Functions Edutoolbox	

Second 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Expressions and Equations	Analyze and solve linear equations and systems of two linear equations.	***8.EE.C.7 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 equation of the form x = a, a = a, or a = b results (where a and b are different numbers). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Fluency-Simplifying expressions, and 1 and 2 step equations. *ACT	I can solve linear equations in one variable. I can transform equations to simpler form. I can determine the number of solutions to a single variable equation. I can solve linear equations with rational coefficients including using the distributive property and collecting like terms. I can solve multi-step equations with variables on both sides.	Infinitely Many Solutions No Solution One Solution Simpler Form Equivalent Linear Solution Solve Transform Variable Equation Expression Simplify Coefficient Like Term Distributive Property	Nov 1-20
		One Variable Equations Resources			
		Equations Edutoolbox Solving Equations in One Variable Lesson	Building and Solving Linear Equations How old are they?	Meal Out The Sign of Solutions Task	

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<table>
<tr><th colspan="6">Second 9 Weeks</th></tr>
<tr><th>Domain</th><th>Cluster</th><th>Standard</th><th>Student Outcomes</th><th>Vocabulary</th><th></th></tr>
<tr><td rowspan="3">Expressions and Equations</td><td rowspan="3">Analyze and solve linear equations and systems of two linear equations.</td><td>***8.EE.C.8 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.
b. Solve systems of two linear 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 simultaneously be 5 and 6.
c. 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 first pair of points intersects the line through the second pair.

Fluency-Solve equations.
*ACT</td><td>I can analyze and solve pairs of simultaneous linear equations by graphing.
I can analyze and solve pairs of simultaneous linear equations algebraically.
I can analyze the graph of system of equations to determine the number of solutions.
I can solve real world and mathematical problems leading to two linear equations in two variables.</td><td>Simultaneous
Systems of Equations
Intersection
One Solution
Infinitely Many Solutions
No Solution
Parallel</td><td>Nov 26-
Dec 18</td></tr>
<tr><td colspan="3">Systems of Equations Resources</td><td></td></tr>
<tr><td>Baseball Jersey Assessment Task</td><td>Classify Solutions to Systems of Equations</td><td>Performance Tasks Systems Edutoolbox</td><td>Fixing the Furnace
Baseball Jersey Lesson</td></tr>
</table>

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Third 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Geometry	Understand and apply the Pythagorean Theorem.	***8.G.B.4 (was 8.G.6) Explain a proof of the Pythagorean Theorem and its converse. Fluency- Evaluative and estimate square roots.	I can explain the proof of the Pythagorean Theorem. I can use the Pythagorean Theorem to determine if a triangle is a right triangle. (use the converse)	Converse Hypotenuse Leg Pythagorean Theorem Right Triangle Right Angle	Jan 7-18
		***8.G.B.5 (was 8.G.7) Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. Fluency- Fluency- Evaluative and estimate square roots. *ACT	I can determine the unknown side length in right triangles in real world mathematical problems. I can determine the unknown side length in two and three dimensional geometric objects.	Hypotenuse Leg Pythagorean Theorem	
		***8.G.B.6 (was 8.G.8) Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. Fluency- Evaluative and estimate square roots. *ACT	I can apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Distance Hypotenuse Leg Order Pair Coordinate Plane	
		Pythagorean Theorem Resources			
		Discovering the Pythagorean Pythagorean Theorem Module Distance Edutoolbox	Schoolyard Problem Jane's TV	Shodor Interactive Lesson P-Theorem and Converse Edutoolbox	Fire in Pythagorville Task P-Theorem and Missing Length Edutoolbox

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<table>
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<tr><th>Domain</th><th>Cluster</th><th>Standard</th><th>Student Outcomes</th><th>Vocabulary</th><th></th></tr>
<tr><td rowspan="3">Geometry</td><td rowspan="3">Understand and describe the effects of transformations on two-dimensional figures and use informal arguments to establish facts about angles.</td><td>8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations:
a. Lines are taken to lines, and line segments to line segments of the same length.
b. Angles are taken to angles of the same measure.
c. Parallel lines are taken to parallel lines.

Fluency- Identify scale factor.</td><td>I can verify experimentally the properties of rotations, reflections, and translations.
I can verify that angle measures are unchanging through transformations.
I can verify that parallelness is unchanging through transformations.</td><td>Reflection
Rotation
Translation
Parallel
Transformation</td><td rowspan="3">Jan 22-Feb 8</td></tr>
<tr><td>8.G.A.2 (WAS 8.G.3) Describe the effect of dilations, translations, rotations, and reflections on two- dimensional figures using coordinates.

Fluency- Identify scale factor.
*ACT</td><td>I can describe the effects of transformations on two dimensional figures using coordinates.
I can derive the rules for transformations on a coordinate plan.</td><td>Coordinates
Dilation
Reflection
Rotation
Scale Factor
Translation
Two- Dimensional</td></tr>
<tr><td colspan="3">Transformation Resources</td></tr>
<tr><td></td><td></td><td>Congruence Module Transformations Edutoolbox</td><td>Transformations</td><td>Congruence and Similarity</td><td colspan="2">Unchanging Properties Edutoolbox</td></tr>
</table>

Third 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Geometry	Understand and describe the effects of transformation on two- dimensional figures and use informal arguments to establish facts	8.G.A.3 (WAS 8.G.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. Fluency- Review angle vocabulary. *ACT	I can calculate and justify the triangle sum of angle rule. I can classify angles formed by parallel lines and transversals. I can classify angles as similar or non-similar using angle- angle criterion.	Adjacent Angles Alternate Exterior Angles Alternate Interior Angles Complementary Angles Congruent Corresponding Angles Diagonals Parallel Lines Perpendicular Lines Similar Supplementary Angles Transversal Vertical Angles	Feb 11-22
		Angle Relationship Resources			
		Similar Triangles	Find the missing angle	Angles Edutoolbox	

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Third 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Geometry	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	8.G.C.7 (was 8.G.9) Know and understand the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. Fluency- Evaluate squares, cubes, square roots, and cube roots. *ACT	I can identify and apply formulas to find the volume of cones and cylinders. I can identify and apply formulas to find the volume of spheres.	Area Circumference Cone Cylinder Diameter Radius Sphere Volume	Feb 25-Mar 1
		Volume Resources			
		How many Jelly Beans? / Volume Edutoolbox	Comparing Snow Cones	Matchsticks Assessment Task	

***Major work of the grade **Bold Standards= Power Standards** *ACT= ACT correlation

Third 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Statistics and Probability	Investigate patterns of association in bivariate 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. Fluency- Write equations of lines.	I can construct and interpret scatterplots. I can describe patterns such as clustering, outliers, positive or negative association, linear and nonlinear association.	Bivariate Data Clustering Linear Association Negative Correlation No Correlation Nonlinear Association Outlier Positive Correlation Scatter Plot Strong Correlation Weak Correlation	Mar 4- 15
		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. Fluency- Write equations of lines. *ACT	I can construct the line of best fit for a scatterplot. I can determine the equation for the line of best fit in slope intercept form. I can select the best line of best fit for a set of bivariate data given multiple choices.	Line of Best Fit Linear Association Strong Correlation Weak Correlation No Correlation	

Third/Fourth 9 Weeks					
Domain	**Cluster**	**Standard**	**Student Outcomes**	**Vocabulary**	
Statistics and Probability	Investigate patterns of association in bivariate.	**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.** Fluency- Write equations of lines. *ACT	I can use the equation of a line of best fit to make predictions. I can interpret the slope of a line of best fit. I can interpret the intercepts of a line of best fit.	Intercept Rate of Change Slope	Mar 4-15
	Investigate chance processes and develop, use, and evaluate probability models.	**8.SP.B.4 (Was 7.SP.C8) Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Understand that, just as with sample events, the probability of a compound event is the fraction of outcomes in the sample space for using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g. "rolling double sixes"), identify the outcomes in the sample space which compose the event.** Fluency- Simplify fractions. *ACT	I can find probabilities of compound events. I can represent sample spaces for compound events. I can identify outcomes in the sample spaces that compose the event.	Simple Probability Compound Probability Tree Diagram Sample Space Event Simulation Sample Event Outcome	Mar 18-22
		Statistics Resources			
		Birds'Eggs/IllustrativeBirds'Eggs Diagram Texting and Grades Scatter Plots Edutoolbox	Prob and Stats Assessment Task Introduction Activity	Taxi Fares Brain Weight Line of Best Fit Edutoolbox	Arm Span vs Height Celebrity Age

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2018-2019 8th Grade Math Curriculum
After Spring Break: We assumed 3 weeks before testing like the 2017-2018 school year.

Week 1 April 1-5
8.NS.A- Know that there are numbers that are not rational and approximate them by rational numbers.
8.EE.A- Work with radicals and integer exponents.
8.F.A- Define, evaluate, and compare functions.
8.F.B- Use functions to model relationships between quantities.

Week 2 April 8-12
8.EE.B- Understand the connections between proportional relationships, lines, and linear equations.
8.EE.C- Analyze and solve linear equations and systems of two linear equations.

Week 3 April 15-18
8.G.A- Understand and describe the effects of transformations on two-dimensional figures and use informal arguments to establish facts about angles.
8.G.B- Understand and apply the Pythagorean Theorem.
8.G.C- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
8.SP.A- Investigate patterns of association in bivariate data.
8.SP.B- Investigate chance processes and develop, use, and evaluate probability models.

We assume April 22-26 testing???

April 29-May 21
Review Equations every day for the first part of class (bellwork, etc)
Plotting Points/Evaluating Functions (Make a table and graph)
Combining Like Terms with Exponents (A1. A. APR.A. 1 Understand that polynomials form a system of analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiply polynomials.)
Basic Math Skills (integer operations, etc.)

***Major work of the grade **Bold Standards= Power Standards** *ACT= ACT correlation