

May 2016

Pre-Algebra

Grade 8



The Number System

- 8.NS.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.
- 8.NS.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

Expressions and Equations

- 8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.
- 8.EE.2 Use square root and cube root symbols to represent solutions to represent solution to equation 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 π is irrational.
- 8.EE.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.
- 8.EE.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
- 8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
- 8.EE.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.7 Solve linear equations in one variable.
- 8.EE.8 Analyze and solve pairs of simultaneous linear equations.

Functions

- 8.F.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.
- 8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- 8.F.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.
- 8.F.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.
- 8.F.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.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.
- 8.G.2 Understand 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.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- 8.G.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.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.
- 8.G.6 Explain a proof of the Pythagorean Theorem and its converse
- 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
- 8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Statistics & Probability

- 8.SP .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.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.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
- 8.SP.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.

Algebra

- N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.
- N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Exposure to Algebra Standards

A.CED.1 Create equations and inequalities in one variable and use them to solve problems.
*NOTE: Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
limited to linear functions

A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
*NOTE: limited to linear functions

SID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
*NOTE: only exact solutions will be explored

F.BF.1 Write a function that describes a relationship between two quantities.
*NOTE: limited to linear functions

F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.
*NOTE: limited to linear functions
a. Prove that linear functions grow by equal differences over equal intervals
b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.
*NOTE: limited to linear functions