

Elizabethtown Area School District
8th Grade Algebraic Concepts
Curriculum Guide

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- **How is representing numbers in different ways beneficial for problem-solving?**

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- How do I determine the best numerical representation for a situation?

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- What is the difference between linear and non-linear functions?
- What do the different types of slope look like?

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- Why is it important to create a line of best fit and how can it be used?

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Essential Questions:

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Grade/Course: Grade 8/Algebraic Concepts - Analyze and Interpret Bivariate Data		4-26-14
Standards for Mathematical Practice:		
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	
Construct viable arguments and critique the reasoning of others.	Model with mathematics.	
Use appropriate tools strategically.	Attend to precision.	
Look for and make use of structure.	Look for and express regularity in repeated reasoning.	
Big Idea:		
Multiple representations of data help us understand relationships between quantities. Line of best fit shows trends of data.		
Pennsylvania Core Standards:		
2.4.8.B.1 Analyze and/or interpret bivariate data displayed in multiple representations.		
2.4.8.B.2 Understand that patterns of association can be seen in bivariate data utilizing frequencies.		
Essential Questions:	Understandings: Students will understand THAT . . .	
- How can we use patterns in math to show different associations?	- Scatter plots and two-way tables show an association between two different quantities and are different representations to summarize data.	
- Why is it important to create a line of best fit and how can it be used?	- Multiple representations of data help us understand relationships between quantities.	
	- Line of best fit shows trends in data.	
Knowledge:	Skills:	
Vocabulary: scatter plot	- Construct and interpret scatter plots.	
- Slope, intercepts, linear equations	- Identify line of best fit.	
- Patterns of correlation: linear, nonlinear, positive, negative, clustering, outliers	- Construct and interpret a two-way table.	
- Coordinate plane	- Interpreting slope and intercept.	

Grade/Course: Grade 8/Algebraic Concepts - Functions		4-26-14
<p>Standards for Mathematical Practice:</p> <p>Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p>		
<p>Big Idea:</p> <p>A function can model a linear or non-linear relationship between two quantities. A function can be represented in different ways that state the same relationship.</p>		
<p>Pennsylvania Core Standards:</p> <p>2.2.8.C.1 Define, evaluate and compare functions. 2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> - How are patterns of change related to the behavior of functions? - What are the similarities and differences between linear and non-linear functions? - What do the different types of slope look like and why? 	<p>Understandings: Students will understand THAT . . .</p> <ul style="list-style-type: none"> - $y=mx+b$ provides information needed to graph a linear equation. - A function can model a linear or non-linear relationship between two quantities. - A function can be represented in different ways that state the same relationship (graph, table, description). 	
<p>Knowledge:</p> <p>Vocabulary: rate of change, function, relation, domain, range, linear, x-intercept, y-intercept</p> <ul style="list-style-type: none"> - Plotting points - Slope - Solving equations 	<p>Skills:</p> <ul style="list-style-type: none"> - Linear vs. non-linear function - Determine rate of change - Determine if a relation is a function 	

Grade/Course: Grade 8/Algebraic Concepts - Geometry		4-26-14
<p>Standards for Mathematical Practice:</p> <p>Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</p>		
<p>Big Idea:</p> <p>The Pythagorean Theorem distinguishes between right triangles and non-right triangles. Volume is the “space” inside a figure.</p>		
<p>Pennsylvania Core Standards:</p> <p>2.3.8.A.1 Apply the concepts of volume of cylinders, cones and spheres to solve real world and mathematical problems. 2.3.8.A.2 Understand and apply congruence, similarity and geometric transformations using various tools. 2.3.8.A.3 Understand and apply the Pythagorean Theorem to solve problems.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> - How can “space” be defined through numbers and measurement? - How do axioms and theorems help us understand relationships with and between geometric figures and concepts? 	<p>Understandings: Students will understand THAT . . .</p> <ul style="list-style-type: none"> - Volume is the “space” inside a figure. - Angle measures are preserved in rotations, reflections and translations. - The Pythagorean Theorem is a pattern used to find missing sides of right triangles. - The Pythagorean Theorem distinguishes between right triangles and non-right triangles. 	
<p>Knowledge:</p> <p>Vocabulary: volume, surface area, cylinder, cone, sphere, polyhedron, prism, rotation, reflection, translation, transformation, axiom, theorem</p> <ul style="list-style-type: none"> - Formulas for volume of cylinders, cones, spheres - Volume and surface area of cubes and prisms - Meaning of dilation, translation, rotation, reflection - What is the Pythagorean Theorem is and 	<p>Skills:</p> <ul style="list-style-type: none"> - Find volume of cylinders, cones and spheres. - Describe a sequence of transformations using coordinates and exhibiting the congruence between them. - Apply the Pythagorean Theorem and its converse to right triangles and distances between two points. 	

its converse?	
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Grade/Course: Grade 8/Algebraic Concepts – Proportions, Linear Equations and Systems of Linear Equations		4-26-14
Standards for Mathematical Practice:		
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	
Construct viable arguments and critique the reasoning of others.	Model with mathematics.	
Use appropriate tools strategically.	Attend to precision.	
Look for and make use of structure.	Look for and express regularity in repeated reasoning.	
Big Idea:		
Equations can have a range of solutions, and a System of Equations is two or more equations with a solution that is written as an ordered pair Slope is more than the steepness of a line.		
Pennsylvania Core Standards:		
2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.		
2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.		
Essential Questions:	Understandings: Students will understand THAT . . .	
- What is meant by equality when solving equations?	- Equations can have a range of solutions (for example: one solution, no solution, infinite solutions, etc.).	
- What does a solution to a system of equations mean?	- The intersection point satisfies both equations simultaneously in a system (written as an ordered pair).	
- What is slope?	- Slope is the same between any two distinct points on a line in the coordinate plane.	
Knowledge:	Skills:	
Vocabulary: equation, distributive property, like terms, inverse operations, solution, system of equations, solution of a system, ordered pair, slope, coordinate plane, x-axis, y-axis, quadrants, origin, slope-intercept form, rate, ratio, unit rate, proportion	- Solve multi-step equations	
	- Write equations	
	- Solve systems	
	- Use right triangles to show slope is the same between two points.	
	- Graph proportional relationships, interpreting unit rate as slope.	
- Solve one and two step equations		
- Plotting points		
- The coordinate plane		

Grade/Course: Grade 8/Algebraic Concepts – Radicals and Integer Exponents		4-26-14
Standards for Mathematical Practice:		
Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure.		Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.
Big Idea:		
Mathematical situations can be represented abstractly using variables, expressions, and equations. The use of equivalent numbers and expressions can simplify problem-solving and calculating.		
Pennsylvania Core Standards:		
2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions.		
Essential Questions:	Understandings: Students will understand THAT . . .	
<ul style="list-style-type: none"> - How do mathematical operations relate to each other? - How is simplifying expressions with integer exponents useful? - Why is generating equivalent expressions worthwhile? - How do I determine the best numerical representation for a situation? 	<ul style="list-style-type: none"> - There is an inverse to every operation including square roots and cube roots. - Basic operations can be performed on numbers written in any form (including scientific notation). - Properties of numbers allow us to generate equivalent numerical expressions (w/o calc). 	
Knowledge:	Skills:	
Vocabulary: Exponent, base, squared, cubed, reciprocal	<ul style="list-style-type: none"> - Rules for multiplying, dividing powers with same base. - Eliminate negative exponents by writing the reciprocal. - Use square roots, cube roots to represent solutions to equations. - Perform operations with numbers expressed in scientific notation. 	

Grade/Course: Grade 8/Algebraic Concepts – Rational and Irrational Numbers		4-26-14
Standards for Mathematical Practice:		
Make sense of problems and persevere in solving them.	Reason abstractly and quantitatively.	
Construct viable arguments and critique the reasoning of others.	Model with mathematics.	
Use appropriate tools strategically.	Attend to precision.	
Look for and make use of structure.	Look for and express regularity in repeated reasoning.	
Big Idea:		
The set of real numbers is infinite and each real number can be classified as a rational or irrational number. The use of equivalent numbers can simplify problem-solving and calculating.		
Pennsylvania Core Standards:		
2.1.8.E.1 Distinguish between rational and irrational numbers using their properties. 2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers.		
Essential Questions:	Understandings: Students will understand THAT ...	
- What are different ways to represent numbers?	- Numbers can be written in multiple ways and still have the same value.	
- How is representing numbers in different ways beneficial for problem-solving?	- Rational numbers include integers, fractions, decimals, and percents.	
- Compare and contrast rational and irrational numbers.	- Irrational numbers include non-repeating decimals.	
	- There is a relationship between the sets of rational and irrational numbers.	
Knowledge:	Skills:	
Vocabulary: square roots, integers, rational numbers, irrationals numbers, exponent, base, absolute value, cube roots	- Evaluate a square root and determine if we can simplify the square roots.	
	- Compare and order rational and irrational numbers on a number line.	
	- Know and apply exponents.	
- Perfect squares: 1-144		
- Cubes: 1-125		
- Convert between fractions, decimals, percents		