

MYP Math 7/8

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The Number System

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| A1 - 7.NS.1 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. |
| A2 - 7.NS.2 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. |
| D3 - 7.NS.3 | Solve real-world and mathematical problems involving the four operations with rational numbers |
| A4 - 8.NS.1 | Know that numbers that are not rational are called irrational. Understand that every number has a decimal expansion. |
| A5 - 8.NS.2 | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them on a number line, and estimate the value. |

Expressions and Equations

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| B6 - 7.EE.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. |
| C7 - 7.EE.2 | Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related |
| D8 - 7.EE.3 | Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies |
| D9 - 7.EE.4 | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. |
| A10 - 8.EE.1 | Know and apply the properties of integer exponents to generate equivalent numerical expressions. |

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| A11 - 8.EE.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 the square root of 2 is irrational. |
| C12 - 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. |
| A13 - 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 (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. |

Ratios and Proportional Relationships

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| A14 - 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. |
| B15 - 7.RP.2 | Recognize and represent proportional relationships between quantities. |
| C16 - 7.RP.3 | Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. |
| A17 - 7.G.1 | Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. |
| C18 - 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. |
| C19 - 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 . |
| A20 - 8.EE.7 | Solve linear equations in one variable. |
| D21 - 8.EE.8 | Analyze and solve pairs of simultaneous linear equations. |

Geometric Figures

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| B12 - 7.G.2 | Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. |
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| A13 - 7.G.3 | Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. |
| C14 - 8.G.1 | 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. |
| B15 - 8.G.2 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
| C16 - 8.G.3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. |
| B17 - 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. |

Geometric Measurement

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| A18 - 7.G.4 | Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. |
| A19 - 7.G.5 | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. |
| A20 - 7.G.6 | Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. |
| C21 - 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. |
| D22 - 8.G.7. | Apply the Pythagorean Theorem to determine unknown side lengths in right triangles... |
| D23 - 8.G.9 | Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. |