






Hempstead Union Free School District
Grade 8
Mathematics Pacing Guides
2025–2026 School Year



MISTAKES
ALLOW 
THINKING
HAPPEN 




Mission Statement

We value each student's voice and background, using their work to deepen understanding and guide instruction. By meeting learners where they are and embracing mistakes as thinking opportunities, we foster a culture of reflection, growth, and meaningful mathematical learning.

Vision Statement

We envision a learning community where students are equipped with the critical thinking, problem-solving, and adaptive skills needed to thrive in a world yet to be imagined. Through rigorous, relevant, and responsive math instruction, we prepare all learners to be college- and career-ready, confident in their ability to tackle future challenges with curiosity and resilience.



Effective Math Teaching Practices

Mathematics Teaching Practices

Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.

Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.

Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.

Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.

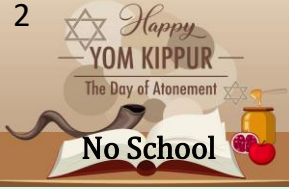
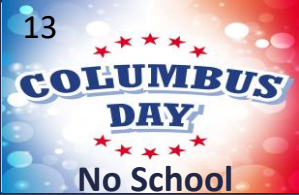
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.




Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.



Table of Contents

- **Pacing Guides**
- **Next Generation Standards**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1 No School Labor Day	2  First Day of School	3  TESTING Review	4  TESTING Review	5  TESTING Review	
8 ALGEBRA BASELINE	9 <u>Variables & Expressions</u> A1-N.RN.3 Spanish Version Lesson Video	10 <u>The Commutative & Associative Property</u> A1-N.RN.3, A1-A.SSE.2 Spanish Version Lesson Video	11 <u>The Distributive Property</u> A1-A.SSE.1, A1-A.APR.1, A1-N.RN.3 Spanish Version Lesson Video	12 <u>Equivalent Expressions</u> A1-A.SSE.1 Spanish Version Lesson Video	
15 <u>Like Terms</u> A1-N.RN.3, A1-A.APR.1, A1-A.SSE.1 Spanish Version Lesson Video	16 <u>Seeing Structure in Expression</u> A1-A.SSE.2 Spanish Version Lesson Video	17 <u>Exponents Review</u> NY-8.EE.1, NY-8.EE.2, A1-A.SSE.2, A1-A.SSE.3c Spanish Version Lesson Video	18 <u>Exponents Review</u> NY-8.EE.1, NY-8.EE.2, A1-A.SSE.2, A1-A.SSE.3c Spanish Version Lesson Video	19 <u>Translating English to Algebra</u> NY-7.EE.4, A1-A.SSE.1b Spanish Version Lesson Video	
22 END OF UNIT ASSESSMENT	23  No School	24  No School	25 <u>Equations & Their Solutions</u> NY-8.EE.7, NY-8EE.7a, A1-A.REI.1a, A1-A.REI.3 Spanish Version Lesson Video	26 Using Inverse operation to solve equations NY-8.EE.7, NY-8EE.7a, A1-A.REI.1a, A1-A.REI.3	
29 <u>Solving Equations by distributing and combining like terms.</u> A1-A.REI.1a, A1-A.REI.3 Spanish Version Lesson Video	30 <u>Solving Equations by distributing and combining like terms.</u> A1-A.REI.1a, A1-A.REI.3 Spanish Version Lesson Video				

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		<p>1 Solving Equations by distributing and combining like terms A1-A.REI.1a, A1-A.REI.3 Spanish Version Lesson Video</p>	<p>2  No School</p>	<p>3 Justifying steps in solving an equation A1-A.REI.1a, A1-A.REI.3 Spanish Version Lesson Video</p>
<p>6 Modeling Linear Equations A1-A.CED.1, A1-A.REI.1a, A1-A.REI.3 Spanish Version Lesson Video</p>	<p>7 Modeling Linear Equations with integers (consecutive integers) A1-A.CED.1, A1-A.REI.1a, A1-A.REI.3 Spanish Version Lesson Video</p>	<p>8 Benchmark #1</p>	<p>9 Solving equations with unspecified constraints (Literal equations) A1-A.REI.1a, A1-A.CED.4</p>	<p>10 Inequalities A1-A.REI.3 Lesson Video Spanish Version</p>
<p>13  No School</p>	<p>14 Solving Linear Inequalities A1-A.REI.3 Spanish Version Lesson Video</p>	<p>15 Modeling with Linear Inequalities A1-A.REI.3, A1-A.CED.1, A1-A.CED.2 Spanish Version Lesson Video</p>	<p>16 Sets of Numbers NY-8.F.1, A1-F.IF.1 Spanish Version Lesson Video</p>	<p>17 Interval Notation NY-8.F.1, A1-F.IF.1, A1-F.IF.2 Spanish Version Lesson Video</p>
<p>20 Introduction to Functions A1-F.IF.1, A1-F.IF.4, A1-F.IF.5, A1-F.LE.5 Spanish Version Lesson Video</p>	<p>21 Function Notation A1-F.IF.2, A1-F.IF.5 Spanish Version Lesson Video</p>	<p>22 Key Features of Functions A1-F.IF.1, A1-F.IF.4, A1-F.IF.5, A1-F.LE.5 Spanish Version Lesson Video</p>	<p>23 Key Features of Functions (Interpreting Graphs) A1-F.IF.4, A1-F.IF.5 Spanish Version Lesson Video</p>	<p>24 Working with Functions in Table Form A1-F.IF.4, A1-F.IF.5 Spanish Version Lesson Video</p>
<p>27 Average Rate of Change A1-F.IF.6 Spanish Version Lesson Video</p>	<p>28 Average Rate of Change with Motion A1-F.IF.6 Spanish Version Lesson Video</p>	<p>29 More work with Domain and Range A1-F.IF.3 Spanish Version Lesson Video</p>	<p>30 More work with Domain and Range A1-F.IF.1, A1-F.IF.4, A1-F.IF.5, A1-F.LE.5 Spanish Version Lesson Video</p>	<p>31 Cumulative Review A1-F.IF.1, A1-F.IF.4, A1-F.IF.5, A1-F.LE.5</p>



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>3</p> <p>The Cartesian Plane NY-5.G.1, NY-5.G.2, A1-F.IF.7, A1-F.IF.7a</p>	<p>4</p> <p>Professional Development Day- ½ for Students</p>	<p>5</p> <p>The Cartesian Plane NY-5.G.1, NY-5.G.2, A1-F.IF.7, A1-F.IF.7a</p>	<p>6</p> <p>Introduction to Linear Functions A1-F.IF.7, A1-F.IF.7a. A1-F.IF.6, A1-A.REI.10 Spanish Version Lesson Video</p>	<p>7</p> <p>Linear Functions (Slope and Y-intercept) A1-F.IF.7, A1-F.IF.7a. A1-F.IF.6, A1-A.REI.10 Spanish Version Lesson Video</p>
<p>10</p> <p>Linear Functions (Point Slope format) A1-F.IF.7, A1-F.IF.7a. A1-F.IF.6, A1-A.REI.10</p>	<p>11 SCHOOL CLOSED</p> 	<p>12</p> <p>BENCHMARK #2</p>	<p>13</p> <p>Linear Functions (Standard Form) A1-F.IF.7, A1-F.IF.7a. A1-F.IF.6, A1-A.REI.10</p>	<p>14</p> <p>Equations of Horizontal and Vertical Lines A1-F.IF.7, A1-F.IF.7a. A1-F.IF.6</p>
<p>17</p> <p>Conference Day for Elementary ½ for Students</p>	<p>18</p> <p>Writing the Equation of the Line A1-F.IF.8</p>	<p>19</p> <p>Writing the Equation of the Line A1-F.IF.8</p>	<p>20</p> <p>Cumulative Graphing Lines A1-F.IF.7, A1-F.IF.7a. A1-F.IF.6, A1-REI.10</p>	<p>21</p> <p>Modeling with Linear Functions A1-F.IF.8</p>
<p>24</p> <p>Modeling with Linear Functions A1-F.IF.8</p>	<p>25</p> <p>Absolute Value Functions A1-F.IF.7, A1-F.IF.7b</p>	<p>26</p> <p>½ day- District Wide Evacuation Drill</p> <p>Introduction to Sequences A1-F.IF.3</p>	<p>27 Closed for Thanksgiving Recess</p> 	<p>28 Closed for Thanksgiving Recess</p> 

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1 Arithmetic Sequence A1-F.IF.3	2 The Truth about Graphs (Truth value of equations and inequalities) A1-A.REI.10, A1-A.REI.11, A1-A.REI.12, A1-A.CED.2	3 Linear Inequalities with Two Variables A1-A.REI.12	4 Linear Inequalities with Two Variables A1-A.REI.12	5 Piecewise Linear Functions A1-F.IF.7b	
8 Compound Inequalities (Constraints) A1-F.IF.7b	9 Step Functions A1-F.IF.7b	10 Solving Systems Graphically in Slope-Intercept Form NY-8.EE.8, NY-8.EE.8a, NY- 8.EE.8b, A1-A.REI.6a, A1- A.REI.10, A1-A.REI.11	11 Solving Systems Graphically in Standard Form NY-8.EE.8, NY-8.EE.8a, NY- 8.EE.8b, A1-A.REI.6a, A1- A.REI.10, A1-A.REI.11	12 Solving A System of Equations using technology NY-8.EE.8, NY-8.EE.8a, NY- 8.EE.8b, A1-A.REI.6a, A1- A.REI.10, A1-A.REI.11	
15 Benchmark #3	16 System of Equations Substitution Method NY-8.EE.8, NY-8.EE.8a, NY- 8.EE.8b, A1-A.REI.6a, A1- A.REI.10, A1-A.REI.11	17 System of Equations Substitution Method NY-8.EE.8, NY-8.EE.8a, NY- 8.EE.8b, A1-A.REI.6a, A1- A.REI.10, A1-A.REI.11	18 System of Equations Elimination Method NY-8.EE.8, NY-8.EE.8a, NY- 8.EE.8b, A1-A.REI.6a, A1- A.REI.10, A1-A.REI.11	19 System of Equations Elimination Method NY-8.EE.8, NY-8.EE.8a, NY- 8.EE.8b, A1-A.REI.6a, A1- A.REI.10, A1-A.REI.11	
22 No School Holiday Recess	23 No School Holiday Recess	24  No School Holiday Recess	25  No School	26 No School Holiday Recess	
29 No School Holiday Recess	30 No School Holiday Recess	31 No School Holiday Recess			



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			<p>1</p>  <p>No School Holiday Recess</p>	<p>2</p> <p>No School Holiday Recess</p>
<p>5 System of Equations Cumulative (Graphing, Elimination, & Substitution) NY-8.EE.8, NY-8.EE.8a, NY-8.EE.8b, A1-A-REI.6a, A1-A-REI.10, A1-A-REI.11</p>	<p>6 Modeling with System of Equations NY-8.EE.8c, A1.A.CED.1, A1-A.CED.2, A1-A-REI.6a</p>	<p>7 Modeling with System of Equations NY-8.EE.8c, A1.A.CED.1, A1-A.CED.2, A1-A-REI.6a</p>	<p>8 Assessment on System of Equations NY-8.EE.8c, A1.A.CED.1, A1-A.CED.2, A1-A-REI.6a</p>	<p>9 System of Inequalities A1-A-REI.12,</p>
<p>12 System of Inequalities A1-A-REI.12</p>	<p>13 Modeling with System of Inequalities A1-A-REI.12, A1-A.CED.2, A1-A.CED.3</p>	<p>14 Modeling with System of Inequalities A1-A-REI.12, A1-A.CED.2, A1-A.CED.3</p>	<p>15 Arithmetic Operations with Exponents- Equivalent Exponential Expressions NY-8.EE.1, NY-8.EE.2, A1-A.SSE.2, A1-A.SSE.3c</p>	<p>16 Arithmetic Operations with Exponents - Simplifying Fractions Involving Exponents NY-8.EE.1, NY-8.EE.2, A1-A.SSE.2, A1-A.SSE.3c</p>
<p>19</p>  <p>No School MLK Holiday</p>	<p>20 Arithmetic Operations with Exponents-Zero and Negative Exponents NY-8.EE.1, NY-8.EE.2, A1-A.SSE.2, A1-A.SSE.3c</p>	<p>21</p> <p>Benchmark #4</p>	<p>22 Working with Exponents Properties NY-8.EE.1, NY-8.EE.2, A1-A.SSE.2, A1-A.SSE.3c</p>	<p>23 Percent Review (Percent Increase & Decrease)</p>
<p>26 Exponential Models Based on Percent Decay & Growth A1-F.IF.7a, A1-F.LE.1b, A1-F.LE.1c, A1-F.LE.2, A1-F.LE.3</p>	<p>27 Exponential Increase and Decrease (Differentiating between Increase and Decrease) A1-F.IF.7a, A1-F.LE.1b, A1-F.LE.1c, A1-F.LE.2, A1-F.LE.3</p>	<p>28 Introduction to Exponential Functions A1-F.IF.7a.</p>	<p>29 Constructing Exponential Functions A1-F.IF.7a.</p>	<p>30 Constructing Exponential Functions A1-F.IF.7a.</p>

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
<p>2</p> <p>Conf. Day-Half Day for students</p>	<p>3</p> <p>Linear vs Exponential Functions (Differentiating) A1-F.IF.7a, A1-F.LE.1b, A1-F.LE.1c, A1-F.LE.2, A1-F.LE.3, A1-F.LE.5</p>	<p>4</p> <p>PreK & K Conf. Day-Half Day for students</p> <p>Unit Assessment</p>	<p>5</p> <p>Introduction to Polynomials A1-A.SSE.1, A2-A.SSE.1a, A1-A.SSE.1b</p>	<p>6</p> <p>Cumulative Review</p>	
<p>9</p> <p>Adding, Subtracting Polynomials A1-A.APR.1</p>	<p>10</p> <p>Adding and Subtracting Polynomials A1-A.APR.1</p>	<p>11</p> <p>Multiplying Polynomials A1-A.APR.1</p>	<p>12</p> <p>Multiplying Polynomials Conjugate Binomials (Difference of two squares & Perfect Squares) A1-A.APR.1</p>	<p>13</p> <p>Multiplying Polynomials (Binomial times trinomial) A1-A.APR.1</p>	
<p>16</p> <p>No School Winter Recess</p>	<p>17</p> <p>No School Winter Recess (Lunar New Year)</p> 	<p>18</p> <p>No School Winter Recess</p>	<p>19</p> <p>No School Winter Recess</p>	<p>20</p> <p>No School Winter Recess</p>	
<p>23</p> <p>Factoring Polynomials (GCF) A1-A.SSE.2</p>	<p>24</p> <p>Factoring Trinomials (Conjugate Binomials) A1-A.SSE.2</p>	<p>25</p> <p>Factoring Perfect Square Trinomials A1-A.SSE.2</p>	<p>26</p> <p>Factoring Perfect Square Trinomials A1-A.SSE.2</p>	<p>27</p> <p>Factoring Trinomials A1-A.SSE.2 Factoring Completely A1-A.SSE.2</p>	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
2 UNIT EXAM	3 Square Roots	4 Rational & Irrational Numbers	5 Operations on Rational & Irrational Numbers	6 Operations on Rational & Irrational Numbers	
9 Introduction to Quadratic Functions (Characteristics of Quadratic Functions)	10 Introduction to Quadratic Functions (Characteristics of Quadratic Functions)	11 Solving Quadratic Equations (Zero Product Law- Solving by factoring)	12 Solving Quadratic Equations (Zero Product Law- Solving by factoring)	13 Solving Quadratics by Completing the Square (Solving for C)	
16 Solving Quadratic Equations by Completing the Square	17 Benchmark #5 	18 Solving Quadratic Equations with Irrational Solutions (Simplifying Radicals)	19 Solving Quadratic Equations using the Quadratic Formula	20 Solving Quadratic Equations using the Quadratic Formula	
23 Solving Quadratic Equations All three methods	24 Solving Quadratic Equations All three methods	25 Unit Assessment	26 Geometric Sequence	27 Geometric Sequence	
30 Geometric Sequence	31 Parent Functions				

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
		1 Vertical & Horizontal Shifting of Functions	2 First Snow Day (Otherwise school closed)	3  No School Spring Recess	
6  No School Spring Recess	7  No School Spring Recess	8  No School Spring Recess	9  No School Spring Recess	10  No School Spring Recess	
13 Vertical & Horizontal Shifting of Functions	14 Combining Shifting of Functions	15 Vertical Stretching & Compression of Functions	16 Vertical Stretching & Compression of Functions	17 Reflecting Functions across the x-axis	
20 The Vertex form of Quadratics	21 The Vertex form of Quadratics	22 Cumulative Assessment	23 The Purpose of Statistics (Measures of Central Tendency- Mean, median, mode, range, maximum and minimum)	24 The Purpose of Statistics (Characteristics of Box Plot) & Comparing Samples	
27 The Purpose of Statistics (Characteristics of Dot Plot) & Comparing Samples	28 The Purpose of Statistics (Characteristics of Histogram) & Comparing Samples	29 The Standard Deviation of a Data Set	30 The Standard Deviation of a Data Set		

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
4 Categorical Data (Frequency Tables)	5 Conf. Day- Elem/ENL Half Day for students	6 Categorical Data (Frequency Tables)	7 Bivariate Data Analysis (Scatter plot & Line of best fit & Positive and negative correlation)	8 Bivariate Data Analysis (Scatter plot & Line of best fit & Positive and negative correlation)	
11 Linear Regression	12 Linear Regression (Strength of Correlation)	13 Linear Regression (Strength of Correlation)	14 Unit Assessment	15 Regents Review	
18 Regents Review	19 Regents Review	20 Regents Review	21 Regents Review	22 Regents Review	
25  No School Memorial Day	26 Regents Review	27 Regents Review	28 Regents Review	29 Regents Review	

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1 Regents Review	2 Regents Review	3 Regents Review	4 Regents Review	5 Regents Review	
8 BIOLOGY SCIENCE REGENTS @9:15am	9	10	11	12	
15	16 ALGEBRA REGENTS @12:15pm	17	18	19 	
22	23	24	25	26  (Early Dismissal)	
29	30				

Conceptual Category	Domain	Cluster	Cluster Code	Standard
Number and Quantity 4% - 8%	The Real Number System	Extend the properties of exponents to rational exponents.	N-RN.A	N-RN.1 N-RN.2
	The Complex Number System	Perform arithmetic operations with complex numbers.	N-CN.A	N-CN.1 N-CN.2
Algebra 30% - 39%	Seeing Structure in Expressions	Interpret the structure of expressions.	A-SSE.A	A-SSE.2
		Write expressions in equivalent forms to reveal their characteristics.	A-SSE.B	A-SSE.3(a,c)
	Arithmetic with Polynomials and Rational Expressions	Understand the relationship between zeros and factors of polynomials.	A-APR.B	A-APR.2 A-APR.3
		Rewrite rational expressions.	A-APR.D	A-APR.6
	Creating Equations	Create equations that describe numbers or relationships.	A-CED.A	A-CED.1
	Reasoning with Equations and Inequalities	Understand solving equations as a process of reasoning and explain the reasoning.	A-REI.A	A-REI.1b A-REI.2
		Solve equations and inequalities in one variable.	A-REI.B	A-REI.4b
		Solve systems of equations.	A-REI.C	A-REI.7b
		Represent and solve equations and inequalities graphically.	A-REI.D	A-REI.11
	Interpreting Functions	Understand the concept of a function and use function notation.	F-IF.A	F-IF.3
			F-IF.B	F-IF.4 F-IF.6
Interpret functions that arise in applications in terms of the context.		F-IF.C	F-IF.7(c,e)	
		F-IF.C	F-IF.8b F-IF.9	
		F-IF.C	F-IF.9	
Building Functions		Build a function that models a relationship between two quantities.	F-BF.A	F-BF.1(a,b) F-BF.2 F-BF.3b F-BF.4a
			F-BF.B	F-BF.5a F-BF.6 F-BF.7
		Build new functions from existing functions.	F-BF.B	F-BF.5a F-BF.6 F-BF.7
			F-BF.B	F-BF.7
	Linear, Quadratic, and Exponential Models	Construct and compare linear, quadratic, and exponential models and solve problems.	F-LE.A	F-LE.2 F-LE.4
		Interpret expressions for functions in terms of the situation they model.	F-LE.B	F-LE.5
	Trigonometric Functions	Extend the domain of trigonometric functions using the unit circle.	F-TF.A	F-TF.1 F-TF.2 F-TF.4
F-TF.A			F-TF.2	
Model periodic phenomena with trigonometric functions.		F-TF.B	F-TF.5	
Prove and apply trigonometric identities.		F-TF.C	F-TF.8	
Interpreting Categorical and Quantitative Data	Summarize, represent, and interpret data on a single count or measurement variable.	S-ID.A	S-ID.4a S-ID.4b	
	Summarize, represent, and interpret data on two categorical and quantitative variables.	S-ID.B	S-ID.6a	
Statistics and Probability 14% - 22%	Making Inferences and Justifying Conclusions	Understand and evaluate random processes underlying statistical experiments.	S-IC.A	S-IC.2 S-IC.3
		Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	S-IC.B	S-IC.4 S-IC.6a S-IC.6b
	Conditional Probability and the Rules of Probability	Understand independence and conditional probability and use them to interpret data.	S-CP.A	S-CP.1 S-CP.4
			S-CP.A	S-CP.4
		Use the rules of probability to compute probabilities of compound events in a uniform probability model.	S-CP.B	S-CP.7

Conceptual Category	Percent of Test by Credits	Domains in Algebra II
Number & Quantity	4% - 8%	The Real Number System (N-RN) The Complex Number System (N-CN)
Algebra	30% - 39%	Seeing Structure in Expressions (A-SSE) Arithmetic with Polynomials and Rational Expressions (A-APR) Creating Equations (A-CED) Reasoning with Equations and Inequalities (A-REI)
Functions	38% - 45%	Interpreting Functions (F-IF) Building Functions (F-BF) Linear, Quadratic, and Exponential Models (F-LE) Trigonometric Functions (F-TF)
Statistics & Probability	14% - 22%	Interpreting Categorical and Quantitative Data (S-ID) Making Inferences and Justifying Conclusions (S-IC) Conditional Probability and the Rules of Probability (S-CP)

Next-Generation Math Content Standards

Grade 8

Algebra Resources

[NextGen Math SCDN site](#)

[eMathinstruction videos](#)

[Math Medic Link](#)

[Amplify Desmos](#)









[Open Middle](#)

[Which One Doesn't Belong?](#)

[Geogebra](#)

[NYS Math Regents Prep](#)

[Enrichment Google Doc](#)

Standard for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them. 	<ul style="list-style-type: none"> I can try many times to understand and solve a math problem.
2. Reason abstractly and quantitatively. 	<ul style="list-style-type: none"> I can think about the math problem in my head, first.
3. Construct viable arguments and critique the reasoning of others. 	<ul style="list-style-type: none"> I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.
4. Model with mathematics. 	<ul style="list-style-type: none"> I can use math symbols and numbers to solve the problem.
5. Use appropriate tools strategically. 	<ul style="list-style-type: none"> I can use math tools, pictures, drawings, and objects to solve the problem.
6. Attend to precision. 	<ul style="list-style-type: none"> I can check to see if my strategy and calculations are correct.
7. Look for and make use of structure. 	<ul style="list-style-type: none"> I can use what I already know about math to solve the problem.
8. Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"> I can use a strategy that I used to solve another math problem.

Next-Generation Math Practice Standards