

2025-2026

Middle School

Mathematics

Course Guides

The Secondary Math Course Guides provide the standards aligned to topics and resources available in the currently adopted materials. It is the teacher's professional responsibility to ensure that their students are prepared for the next course in the Pathway. This can only be accomplished when all grade level/course standards are taught with student engagement and an expectation of rigor in mathematics.

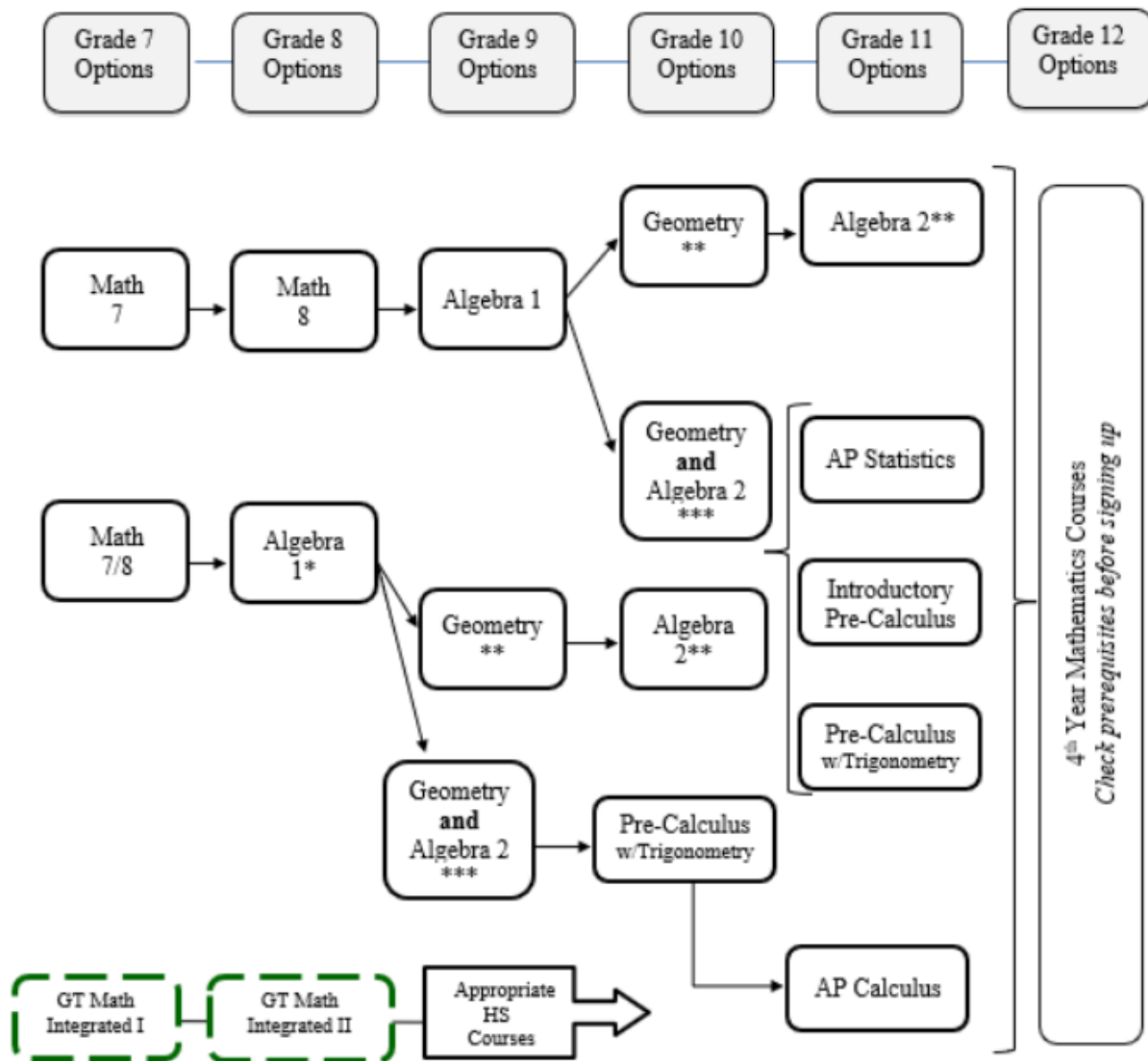
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MATHEMATICS COURSE SEQUENCE

This indicates the most common pathways and is not exhaustive



* High School credit is not awarded for high school level courses taken prior to 9th grade. Middle School students must earn a qualifying grade in Algebra 1 to progress on to Geometry

** Students choose from two class options to fulfill this requirement – Geometry or Formal Geometry (H) and Algebra 2 or Honors Algebra 2 (H)

***Students can concurrently enroll in Formal Geometry and Honors Algebra 2 for acceleration.

All students must earn credits in Algebra 1, Geometry and Algebra 2 before enrolling in any of the senior level courses. Some senior level courses have other pre-requisites (see the Course Descriptions).

COURSE DESCRIPTIONS FOR MIDDLE SCHOOL MATHEMATICS

Math 6

Course #204, 204A/204B, 721, 258

This is a one year course for students in the 6th grade to focus on active engagement with numbers by focusing on conceptual understanding, computational and procedural skills, and problem solving. The 6th grade standards require students to study the following areas: operations with positive rational numbers, understanding of signed numbers on the number line, expressions and equations, proportional reasoning, data analysis in statistics, and plane and solid shapes. Students will increase their understanding of the course material by participating in homework, class work, quizzes, tests, group and individual tasks, and independent problem solving.

Math 7

Course #214, 215A/215B, 212

This is a one year course for students in 7th grade to focus on real-world scenarios and mathematical problems involving numerical and algebraic expressions and equations. Students begin to apply their understanding of rational numbers with increased complexity to add, subtract, multiply and divide. Students develop and apply understandings of proportional relationships. Students explore concepts of angle measure, area, surface area and volume. Data analysis with multiple sets of data are examined in statistics and students investigate the chance process with probability models. Students will increase their understanding of the course material by participating in homework, class work, quizzes, tests, group and individual tasks, and independent problem solving.

Math 7/8

Course #220, 227A/227B, 755

This is a one year course for students in 7th grade to focus on real-world scenarios and mathematical problems involving numerical and algebraic expressions and equations. Students begin to apply their understanding of rational numbers with increased complexity to add, subtract, multiply and divide. Students develop and apply understandings of proportional relationships and become comfortable using a linear equation to describe the relationship between two values in the (x,y) plane. Students will learn to assess two- and three-dimensional shapes using distance, angle, and similarity using ideas about distance and angles and how they behave. The students will understand the Pythagorean Theorem and be able to explain why it is true. The students will complete their study of volume by learning to solve for the area, surface area, and volume of cones, cylinders, and spheres. Data analysis with multiple sets of data are examined in statistics and students investigate chance process with probability models. Students will increase their understanding of the course material by participating in homework, class work, quizzes, tests, group and individual tasks, and independent problem solving.

Math 8

Course #224, 225A/225B, 222

This is a one year course for students in 8th grade to focus on how to formulate expressions and equations, show the association of data with a linear equation, and to solve linear equations. The students become comfortable using a linear equation to describe the relationship between two values in the (x,y) plane. They will also be able to solve problems with one linear equation and systems with two linear equations. Students will learn to understand functions and to use a function to describe quantitative relationships. Students learn to assess two- and three-dimensional shapes using distance, angle, and similarity using ideas about distance and angles. The students will understand the Pythagorean Theorem and be able to explain why it is true. The students will complete their study of volume by learning to solve for the volume of cones, cylinders, and spheres. Students will increase their understanding of the course material by participating in homework, class work, quizzes, tests, group and individual tasks, and independent problem solving.

Algebra 1

Course #2201-2202

Prerequisite: Successful completion of all semesters of Math 7/8.

This is a one-year course designed to teach the fundamentals of elementary algebra. This course lays the foundation of knowledge and skills to meet the Nevada Academic Content Standards in Mathematics (NVACS) for high school students. A strong foundation in algebra is needed for subsequent mathematics courses. The NVACS studied include all 5 Domains: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations and Quadratic Functions and Modeling. Throughout the year, students will be expected to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations and exhibit increased confidence in their ability to solve mathematical problems.

**Successful completion of Math 6, Math 7 and Math 8 OR
Math 6 and Math 7/8 prepares a student for Algebra 1.**

COURSE DESCRIPTIONS FOR GT MAGNET MIDDLE SCHOOL

MATHEMATICS

Accelerated Math 6

MS Course #771

This course is designed to meet the needs of mathematically accelerated students enrolled in the Middle School Magnet program model by preparing students for Accelerated High School Integrated Math I, which covers Pre-algebra and begins high school Algebra 1 and Formal Geometry. Mathematical Practice Standards apply throughout each course and with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Content is organized into units, covering the following topics: Integer number sense; integer computation; number theory; fractions; decimals; algebraic expressions and equations; 2-dimensional and 3-dimensional geometry; ratios and proportions; percent concepts and computation; and statistics. Successful completion of this course will prepare students for Accelerated High School Integrated Math I.

Accelerated HS Integrated Math I

MS Course #772

This course is designed to offer an integrated approach to mathematics learning, with an emphasis on solving real-world problems connected to multiple content areas. The course begins with a foundation in Pre-algebra and follows a logical path through High School Algebra 1 and Formal Geometry. Algebra and geometry topics are integrated to fully establish mathematical connections. Students who successfully complete Accelerated High School Integrated Math I may be recommended for Accelerated High School Integrated Math II. Students do NOT receive high school credit for this course.

Accelerated HS Integrated Math II

MS Course #773

Prerequisite: Accelerated High School Integrated Math I. This course is the continuation of Accelerated High School Integrated Math I, offering an integrated approach to high school Algebra 1 and Formal Geometry. The course emphasizes connections between algebraic and geometric topics and includes the solution of real-world problems connected to multiple content areas. Upon completion of this course, students will take the Nevada State End of Course Exam for Math 1 (Algebra) and Math II (Geometry) required for graduation. Successful completion of this course is the equivalent of WCSD High School Algebra 1 and Formal Geometry courses. Students who successfully complete Accelerated High School Integrated Math II may be recommended for Accelerated High School Integrated Math III or Algebra 2 Honors. Students do NOT receive high school credit for this course.

Essential Standards

Washoe County School District is committed to the vision that all students will meet or exceed academic expectations as defined in the Nevada Academic Content Standards (NVACS) and as detailed in WCSD course guide. To achieve this vision, teachers are expected to teach all standards aligned to a course/grade level. To ensure the highest level of learning for all students, teachers engage in the work of continuous improvement through the Professional Learning Community (PLC) process. To support the work of collaborative teams within the PLC process, educators from across the district identified essential standards, defined as:

“ . . . a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course” (Ainsworth, 2015 p. 55).

In WCSD, PLC teams guarantee success for all students by focusing their collaborative time, common assessments, and team-provided interventions on identified essential standards first (Adapted from Taking Action, 2018, p.86). The WCSD focus on essential standards does not relieve a teacher of the responsibility for teaching and assessing all standards identified by the NVACS for each grade/course.

Essential standards in the course guide are labeled with an (*). Note: if a standard is essential in one Module it is labeled essential throughout all Modules of the guide.

Essential Standards Reteaching and Intervention

An additional day is included in the guide to provide time for reteaching and intervention as needed for the essential standards items.

Assessment Resources

A digital version of Middle School Course Guides will be provided and available in the MathResources folder. The digital course guide will be organized by unit and contain direct links to Smarter Balanced resources and sample items. These resources can aid in lesson planning and PLC conversations. Sample items included in these resources are public and can be integrated into classroom assessments and activities.

Middle School Course Minutes

The course guide assumes that math students are taught for an average of 45 minutes a day or an average of 225 minutes a week.

2025-2026: Recommendations for 6-12 Grading in Mathematics

Grading recommendations were established to provide those that need more specific direction somewhere to start. ***The importance of the recommendations is that consistency is established at a school site or between a feeder middle school and the high school.*** The PLC group should decide on more specific grading policies for their school but should be in line with the recommendations here.

1. Grading at any level should be **consistent** within the building for like grades levels and courses.
2. **Lesson Activities** are assigned and are completed by the students on their own time or in class with assistance. Individual performance on projects may be included in this category. *Only grade-level lesson activities should be included int the gradebook.*
3. **Assessments** are to determine what the students have learned and are summative in nature. These are **individual performance measures and should be monitored assessments.** Students **may** have the opportunity to take a retake. Grades recorded in assessment should reflect what the students know. Caution should be given to practices that would inflate test grades.

6-12 Math Courses Grading Recommendations

Middle School

Grade-Level	Lesson Activities (at grade level)	Assessments
6 th grade	30 – 40%	60 – 70%
7 th grade	25 – 35%	65 – 75%
8 th grade	20 – 30%	70 – 80%

Middle School Mathematics Resources

Math 6

Amplify Desmos Math Grade 6

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TE-ISBN TBD

SE-ISBN TBD

Math 7

Amplify Desmos Math Grade 7

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TE-ISBN TBD

SE-ISBN TBD

Math 7/8

Amplify Desmos Math Grade Accelerated 7

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TE-ISBN TBD

SE-ISBN TBD

Math 8

Amplify Desmos Math Grade 8

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TE-ISBN TBD

SE-ISBN TBD

Algebra 1

Pearson-Envision Algebra 1

copyright 2018 by Pearson Education, Inc.

TE-ISBN Vol 1:978-0-328-93178-1, Vol 2:978-0-328-93179-8; SE-ISBN 978-0-328-93154-5

2025-2026

Math 6 Course Guide

#204 Math 6
#204A/204B MYP Math 6
#771 Accel Math 6

Math 6 Pacing

(Days in Q1-44, Q2-39, Q3-48, Q4-49)

Semester 1		Semester 2	
Unit	Days	Unit	Days
<i>Community & Identity through SMP</i>	5	Unit 4: Dividing Fractions – Sub-Unit 3	6
Unit 1: Area & Surface Area	19	Unit 5: Decimal Arithmetic	23
Unit 2: Introducing Ratios – Sub Unit 1 & 2 (start Sub-Unit 3 after fall break)	16	Unit 6: Expressions & Equations – Sub-Unit 1,2,3	15
<i>Flex Days (iReady Testing, school events, etc)</i>	4	<i>Flex Days (iReady Testing, school events. etc)</i>	4
Be here by 10/17, the end of Q1		Be here by 3/13, the end of Q3	
Unit 2: Introducing Ratios – finish Sub Unit 3	4	Unit 6: Expressions & Equations – Sub-Unit 4 <i>(try to complete before spring break)</i>	6
Unit 3: Unit Rates and Percentages	19	Unit 7: Pos/Neg Numbers	18
Unit 4: Dividing Fractions – Sub Unit 1 & 2	13	Unit 8: Describing Data	18
<i>Flex Days (iReady Testing, school events, etc)</i>	3	<i>Flex Days (iReady Testing, school events, etc)</i>	7
Be here by 12/18, the end of Q2		Be here by 6/5, the end of Q4	

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2025-2026



Math 6 – Amplify Desmos Math

For Each Unit:

- Lessons that complement each other are grouped.
- Primary lesson standard(s) is bolded. Secondary standards are not.

<h2>Unit 6.1:</h2> <h3>Area and Surface Area</h3> <p>(19 days)</p>	Suggested Pacing						
	Aug/Sept 2025						
	S	M	T	W	Th	F	S
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 - Area							
Pre-Unit Check (<i>Assess and respond</i>)	-			MP6, MP7			
1: Shapes on Plane (<i>Exploring area</i>)	6.G.A.1			MP7			
2: Letters (<i>Area strategies</i>)	6.G.A.1			MP3, MP6, MP7			
3: Exploring Parallelograms, Part 1 (<i>Areas on a grid</i>)	6.G.A.1			MP3, MP6, MP7			
4: Exploring Parallelograms, Part 1 (<i>Areas on a grid</i>)	6.G.A.1			MP3, MP6, MP7			
5: Off the Grid, Part 1 (<i>Calculating areas of parallelograms</i>)	6.G.A.1 , 6.EE.A.2a, 6.EE.A.2c			MP3, MP6			
6: Exploring Triangles (<i>Areas on a grid</i>)	6.G.A.1			MP7			
7: Triangles & Parallelograms (<i>Generalize area of triangle</i>)	6.G.A.1 , 6.EE.A.2a			MP8			
8: Off the Grid, Part 2 (<i>Apply formula for area of triangle</i>)	6.G.A.1 , 6.EE.A.2a			MP8			
9: Pile of Polygons (<i>Investigate polygons and their areas</i>)	6.G.A.1			MP3, MP6			
Practice Day 1 (<i>Review lessons 1-9</i>)	All standards from above						
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	All standards from above			MP6, MP7			
Sub-Unit 2 – Surface Area							
10: Renata’s Stickers (<i>Intro to surface area</i>)	6.G.A			MP1, MP7			
11: Plenty of Polyhedra (<i>Polyhedra and their faces</i>)	6.G.A.4			MP6			
12: Nothing but Nets (<i>Nets and surface areas on a grid</i>)	6.G.A.4			MP3, MP6			
13: Face Value (<i>Surface area without a grid</i>)	6.G.A.4			MP3, MP6, MP7			
14: Take it to Go (<i>Surface area in context</i>)	6.G.A.4 , 6.G.A.1			MP1, MP4			
Practice Day 2 (<i>Review lessons 1-14</i>)	All standards from above						
End of Unit Assessment (<i>Assess and respond</i>)	All standards from above			MP3, MP7			

Math 6 – Amplify Desmos Math

4 classes/week Pacing Adjustment (15 days) Block Schedule Pacing Adjustment (9.5 days)

1	Pre-Check + Lesson 1
2	Lesson 2
3	Lesson 3 & 4
4	Lesson 5
5	Lesson 6
6	Lesson 7
7	Lesson 8
8	Lesson 9 + Start Practice
9	Finish Practice 1 + Quiz
10	Lesson 10
11	Lesson 11
12	Lesson 12
13	Lesson 13 + Start Lesson 14
14	Finish Lesson 14 + Practice
15	Test

Prior	Pre-Unit Check
1	Lesson 1 + Lesson 2
2	Lesson 3 + Lesson 4
3	Lesson 5 + Lesson 6
4	Lesson 7 + Lesson 8
5	Lesson 9 + Practice
6	Quiz
7	Lesson 10 + Lesson 11
8	Lesson 12 + Lesson 13
9	Lesson 14 + Practice 2
10	Test (+ Pre-check Unit 2)



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 1L)
- Combine Pre-Unit Check and Lesson 1
- Combine Lesson 3 & 4: Warm-up (L4), Activity 1 (L3), Activity 2 (L4), Activity 3 (L4), Practice(L4)
- Omit Lesson 14

Solve real-world and mathematical problems involving area, surface area, and volume. (supporting cluster)	
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems
Apply and extend previous understandings of arithmetic to algebraic expressions. (major cluster)	
6.EE.A.2	<p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>*a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.</p> <p>*c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</p>

Math 6 – Amplify Desmos Math

<h3 style="margin: 0;">Unit 6.2:</h3> <h2 style="margin: 0;">Introducing Ratios</h2> <p style="margin: 0;">(20 days, 16 days Q1 & 4 days Q2)</p>	Suggested Pacing						
	Sept/Octr 2025						
	S	M	T	W	Th	F	S
31	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31	1	

Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)
Sub-Unit 1 - Ratios		
Reflect Unit 1 & Pre-check Unit 2 (<i>Assess and respond</i>)	-	MP3, MP6
1: Pizza Maker (<i>Exploring ratios</i>)	6.RP.A.1	MP3
2: Ratio Relationships (<i>Describing ratios</i>)	6.RP.A.1	MP6
3: Rice Ratios (<i>Intro to equivalent ratios</i>)	6.RP.A.1	MP7
4: Fruit Lab (<i>Creating equivalent ratios</i>)	6.RP.A.3	MP1, MP3, MP7
5: Balancing Act (<i>Intro to double number lines</i>)	6.RP.A.3, 6.RP.A.3a	MP3, MP6
6: Product Prices (<i>Price for one</i>)	6.RP.A.3	MP8
Practice Day 1 (<i>Review lessons 1-6</i>)	<i>All standards from above</i>	MP2
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	<i>All standards from above</i>	MP3, MP6
Sub-Unit 2 – Common Factors & Multiples (finish by fall break)		
7: Common Multiples (<i>Investigating LCM</i>)	6.NS.B.4	MP1, MP3
8: Common Factors (<i>Investigating GCF</i>)	6.NS.B.4	MP3, MP6
9: Mixing Paint, part 1 (<i>Comparing ratios</i>)	6.RP.A.3	MP2, MP3, MP7
Sub-Unit 3– Solving Problems with Ratios (start after fall break)		
10: Disaster Preparation (<i>Using ratio tables with large quantities</i>)	6.RP.A.3a	MP2, MP4
11: Balloons (<i>Solve ratio problems</i>)	6.RP.A.3, 6.RP.A.3a	MP2, MP5, MP7
12: Community Life (<i>Solving equivalent ratio problems</i>)	6.RP.A.3	MP1, MP5
13: Mixing Paint, part 2 (<i>Part-part-whole ratios</i>)	6.RP.A.3	MP1, MP6
14: City Planning (<i>Apply part-part-whole ratio problems</i>)	6.RP.A.3	MP2, MP4, MP6
15: Lunch Waste (<i>Apply ratio strategies</i>)	6.RP.A.3	MP3, MP4, MP5
Practice Day 1 (<i>Review lessons 1-15</i>)	<i>All standards from above</i>	
End of Unit Assessment (<i>Assess and Respond</i>)	<i>All standards from above</i>	

End of Quarter 1 (Sub-Unit 1 & 2)

Math 6 – Amplify Desmos Math

4 classes/week Pacing Adjustment (16 days)

1	Reflect U1 Assess & Pre-check
2	Lesson 1 & 2
3	Lesson 3 & 4
4	Lesson 5
5	Lesson 6
6	Practice Day
7	Quiz
8	Lesson 7
9	Lesson 8
10	Lesson 9
11	Lesson 10
12	Lesson 11 & 12
13	Lesson 13
14	Lesson 14 & 15
15	Practice Day 2
16	Test

Block Schedule Pacing Adjustment (12 days)

1	Reflect U1 Assess + Pre-check
2	Lesson 1 + Lesson 2
3	Lesson 3 + Lesson 4
4	Lesson 5 + Lesson 6
5	Practice
6	Quiz + lesson 7
7	Lesson 8 + Lesson 9
8	Lesson 10
9	Lesson 11 + Lesson 12
10	Lesson 13 + Lesson 14
11	Lesson 15 + Practice
12	Test + Pre-check Unit 3



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 111L)
- Combine Lesson 1 & 2: Screens 1 – 4 from lesson 1, and screens 5 – 11 from lesson 2
- Omit Lesson 15

Understand ratio concepts and use ratio reasoning to solve problems. (major cluster)	
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.”
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <ul style="list-style-type: none"> a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Compute fluently with multi-digit numbers and find common factors and multiples. (additional cluster)	
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9+2)$.to specify a particular order (Order of Operations).

Math 6 – Amplify Desmos Math

<h2 style="margin: 0;">Unit 6.3:</h2> <h3 style="margin: 0;">Unit Rates and Percentages</h3> <p style="margin: 0;">(19 days)</p>		Suggested Pacing <table border="1" style="margin: 5px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="7">Oct/Nov2025</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td> </tr> <tr> <td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>1</td> </tr> <tr> <td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td> </tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td> </tr> <tr> <td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td> </tr> <tr> <td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td> </tr> </tbody> </table>							Oct/Nov2025							S	M	T	W	Th	F	S	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																														
Sub-Unit 1 - Units and Measurement																																																																
Reflect Unit 2 & Pre-check Unit 3 (<i>Assess and respond</i>)	-	MP3, MP6																																																														
1: Many Measurements (<i>Everyday measurements</i>)	6.RP.A.3d	MP3, MP6																																																														
2: Counting Classrooms (<i>Measuring with different units</i>)	6.RP.A.3d	MP2, MP3, MP6																																																														
3: Pen Pals (<i>Converting units</i>)	6.RP.A.3d	MP2, MP3, MP6																																																														
Sub-Unit 2 - Unit Rates																																																																
4: World Records (<i>Comparing speeds</i>)	6.RP.A.3b , 6.RP.A.2, 6.RP.A.3, 6.RP.A.3a	MP3																																																														
5: Model Trains (<i>Comparing rates</i>)	6.RP.A.3b , 6.RP.A.2, 6.RP.A.3d	MP3, MP6																																																														
6: Soft Serve (<i>Two unit rates</i>)	6.RP.A.3b , 6.RP.A.2, 6.RP.A.3	MP3, MP6																																																														
7: Welcome to the Robot Factory (<i>Using unit rates</i>)	6.RP.A.3 , 6.RP.A.2, 6.RP.A.3b	MP7																																																														
8: More Soft Serve (<i>Solving rate problems</i>)	6.RP.A.3b , 6.RP.A.2, 6.RP.A.3, 6.RP.A.3a	MP1, MP3, MP7																																																														
Practice Day 1 (<i>Review lessons 1-8</i>)	<i>All standards from above</i>																																																															
Sub-Unit 1 & 2 Quiz (<i>Assess and Respond</i>)	<i>All standards from above</i>	MP2, MP3																																																														
Sub-Unit 3 - Percentages																																																																
9: Lucky Duckies	6.RP.A.3c , 6.RP.A.3	MP1, MP3, MP8																																																														
10: Bicycle Goals (<i>Friendly percentages</i>)	6.RP.A.3 , 6.RP.A.3c	MP2, MP3, MP6																																																														
11: What’s Missing (<i>Solving percentage problems</i>)	6.RP.A.3c , 6.RP.A.3	MP7																																																														
12: Cost Breakdown (<i>Any percentage number</i>)	6.RP.A.3c , 6.RP.A.3	MP3, MP8																																																														
13: More Bicycle Goals (<i>Unknown percentages</i>)	6.RP.A.3 , 6.RP.A.3c	MP3, MP8																																																														
14: A Country as a Village (<i>Applying ratios, rates, & percents</i>)	6.RP.A.3 , 6.RP.A.3c	MP1, MP6																																																														
Practice Day 2 (<i>Review lessons 1-14</i>)	<i>All standards from above</i>																																																															
End of Unit Assessment (<i>Assess and Respond</i>)	<i>All standards from above</i>																																																															

Math 6 – Amplify Desmos Math

4 classes/week Pacing Adjustment (15 days)

Block Schedule Pacing Adjustment (10 days)

1	Pre-Check + Reflect Unit 2
2	Lesson 1 & 2
3	Lesson 3
4	Lesson 4
5	Lesson 5
6	Lesson 6
7	Lesson 7 & 8
8	Practice Day 1
9	Sub-Unit Quiz
10	Lesson 9 & 10
11	Lesson 11
12	Lesson 12
13	Lesson 13 & 14
14	Practice Day 2
15	End of Unit Assessment

1	Reflect Unit 2 + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 + 7
5	Lesson 8 + Practice
6	Sub-unit Quiz + Lesson 9
7	Lesson 10 + 11
8	Lesson 12 + 13
9	Lesson 14 + Practice
10	Test + Pre-check Unit 4



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 233L)
- Omit Lesson 1 and combine lessons 2 & 3
- Omit lesson 14

Understand ratio concepts and use ratio reasoning to solve problems. (major cluster)	
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.”
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. <ol style="list-style-type: none"> a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

Math 6 – Amplify Desmos Math

<h3>Unit 6.4A: Dividing Fractions (13 days)</h3>		Suggested Pacing						
		Nov/Dec 2025						
		S	M	T	W	Th	F	S
		16	17	18	19	20	21	22
		23	24	25	26	27	28	29
		30	1	2	3	4	5	6
		7	8	9	10	11	12	13
		14	15	16	17	18	19	20
		21	22	23	24	25	26	27
Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)						
Sub-Unit 1 - Introduction to Dividing Fractions								
Reflect Unit 2 & Pre-check Unit 3 (<i>Assess and respond</i>)								
1: Cookie Cutter (<i>Estimating quotients</i>)	6.NS.A.1	MP1, MP3, MP7						
2: Division Meaning (<i>Representing division situations</i>)	6.NS.A.1	MP7						
3: Flour Planner (<i>How many groups?, part 1</i>)	6.NS.A.1	MP2						
4: Flower Planter (<i>How many in each group?</i>)	6.NS.A.1	MP1, MP6, MP8						
Sub-Unit 2 - Dividing Fractions								
5: Garden Bricks (<i>How many groups?, part 2</i>)	6.NS.A.1, 6.NS.A	MP2, MP3, MP6						
6: Fill the Gap (<i>More of less than one group?</i>)	6.NS.A.1, 6.NS.A	MP1, MP3, MP7						
7: Break it Down (<i>Using common denominators to divide</i>)	6.NS.A.1, 6.NS.A	MP3, MP7, MP8						
8: Potting Soil (<i>Dividing by unit fractions</i>)	6.NS.A.1, 6.NS.A	MP2, MP8						
9: Division Challenges (<i>Two strategies for dividing fractions</i>)	6.NS.A.1, 6.NS.A	MP3						
10: Action Fractions (<i>Relating fraction division to multiplication</i>)	6.NS.A.1	MP1, MP3, MP8						
11: Swap Meet (<i>Division of fractions in context</i>)	6.NS.A.1, 6.NS.A	MP1, MP2, MP7						
Practice Day 1 (<i>Review lessons 1-11</i>)	<i>All standards from above</i>	MP2						
Sub-Unit 1 & 2 Quiz (<i>Assess and Respond</i>)	<i>All standards from above</i>							

End of Semester 1 (Quarter 2)

Math 6 – Amplify Desmos Math

4 classes/week Pacing Adjustment (11 days)

1	Pre-Check + Reflect Unit 3
2	Lesson 1
3	Lesson 2 & 3
4	Lesson 4
5	Lesson 5
6	Lesson 6 & 7
7	Lesson 8
8	Lesson 9
9	Lesson 10
10	Lesson 11 + Practice Day 1
11	Sub-Unit 1 & 2 Quiz

Block Schedule Pacing Adjustment (6 days)

1	Reflect Unit 3 + Lesson 2
2	Lesson 3 & 4
3	Lesson 5, 6 & 7
4	Lesson 9, & 10
5	Lesson 11 + Practice Day 1
6	Sub-Unit 1 & 2 Quiz



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 341L)
- Omit Lesson 1
- Omit Lesson 2 or combine with Lesson 3
- Combine Lesson 6 and 7

Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (major cluster)

6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain
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Math 6 – Amplify Desmos Math

<h2>Unit 6.4B: Dividing Fractions (5 days)</h2>	Suggested Pacing																																																	
	<table border="1"> <thead> <tr> <th colspan="7">January 2026</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> </tr> </tbody> </table>		January 2026							S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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25	26	27	28	29	30	31																																												
Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																
<i>Sub-Unit 3 - Introduction to Dividing Fractions</i>																																																		
Reflect Sub-Unit 1 & 2 Quiz (optional)																																																		
12: Classroom Comparisons (<i>Comparing fractional lengths</i>)	6.NS.A.1	MP1, MP3, MP6																																																
13: Puzzling Areas (<i>Areas with fractional dimensions</i>)	6.NS.A.1, 6.G.A.1	MP1																																																
14: Volume Challenges (<i>Volume with fractional dimensions</i>)	6.G.A.2	MP3																																																
15: Planter Planner (<i>Applying Fraction Division</i>)	6.NS.A.1, 6.G.A.2	MP2, MP4																																																
Practice Day 2 (<i>Review lessons 1 -15</i>)	<i>All standards from above</i>	MP8																																																
End of Unit Assessment (<i>Assess and Respond</i>)	<i>All standards from above</i>																																																	

Math 6 – Amplify Desmos Math

4 classes/week Pacing Adjustment (5 days)

1	Lesson 12
2	Lesson 13 & 14
3	Lesson 15
4	Practice Day 2
5	Test

Block Schedule Pacing Adjustment (3 days)

1	Lesson 12 & 13
2	Lesson 14 & Practice Day 2
3	Test + Pre-check Unit 5



Short on Time:

- Omit Lesson 15

Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (major cluster)

6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain

Solve real-world and mathematical problems involving area, surface area, and volume. (supporting cluster)

6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

Math 6 – Amplify Desmos Math

<h2>Unit 6.5:</h2> <h3>Decimal Arithmetic</h3> <p>(23 days)</p>	Suggested Pacing					
	Jan/Feb 2026					
	S	M	T	W	Th	F
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
Lessons (45 – minutes)	Content Standard(s)		Practice Standard(s)			
Sub-Unit 1 - Adding and Subtracting Decimals						
Reflect Unit 4 & Pre-check Unit 5 (<i>Assess and respond</i>)	-		MP3, MP7			
1: Dishing Out Decimals (<i>Reasoning with decimals</i>)	6.NS.B.3		MP2, MP3			
2: Decimal Diagrams and Algorithms (<i>Representing Fractions</i>)	6.NS.B.3		MP3, MP6			
3: Fruit by the Pound (<i>Adding and subtracting decimals, part 1</i>)	6.NS.B.3		MP3, MP6			
4: Missing Digits (<i>Adding and subtracting decimals, part 1</i>)	6.NS.B.3		MP3, MP6, MP8			
Sub-Unit 2 - Multiplying Decimals						
5: Decimal Multiplication (<i>Introduction to multiplying decimals</i>)	6.NS.B.3		MP1, MP8			
6: Garden Arrangements (<i>Factors and expressions</i>)	6.NS.B.4		MP1, MP3			
7: Multiplying With Areas (<i>Using area models to multiply</i>)	6.NS.B.3		MP1, MP3, MP8			
8: Multiplication Methods (<i>Using place value to multiply</i>)	6.NS.B.3		MP5, MP7, MP8			
Practice Day 1 (<i>Review lessons 1-8</i>)	All standards from above					
Sub-Unit Quiz 1 (<i>Assess and Respond</i>)	All standards from above		MP2, MP3			
Sub-Unit 3 - Division and Dividing Decimals						
9: Quotient Quest (<i>Dividing whole numbers using partial quotients</i>)	6.NS.B.2		MP3, MP6			
10: Just Keep Dividing (<i>Dividing whole numbers using long division</i>)	6.NS.B.2		MP1			
11: Division Diagrams (<i>Making sense of decimal division</i>)	6.NS.B.3		MP1, MP3, MP5			
12: Return of Long Division (<i>Long division with decimal quotients</i>)	6.NS.B.3, 6.NS.B.2		MP5, MP7			
13: Movie Time (<i>Dividing decimals in context</i>)	6.NS.B.3, 6.NS.B.2		MP1			
Practice Day 2 (<i>review lessons 1-13</i>)	All standards from above					
Sub-Unit Quiz 2 (<i>Assess and Respond</i>)	All standards from above		MP3, MP7			
Sub-Unit 4 - Division and Dividing Decimals						
14: Budget Vehicles (<i>Operations with decimals in context</i>)	6.NS.B.3, 6.RP.A.3b		MP1, MP2, MP4			

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15: Coining New Representations (<i>Percents, decimals, fractions</i>)	6.RP.A.3c	MP1, MP7, MP8
16: Grocery Prices (<i>Percentages as decimals</i>)	6.RP.A.3c	MP1, MP2, MP3
Practice Day 3 (<i>Review lessons 1-16</i>)	<i>All standards from above</i>	
End of Unit Assessment (<i>Assess and Respond</i>)	<i>All standards from above</i>	

**4 classes/week Pacing Adjustment (19 days)
(12 days)**

Block Schedule Pacing Adjustment

1	Pre-Check + Reflect Unit 4
2	Lesson 1
3	Lesson 2
4	Lesson 3 & 4
5	Lesson 5 & 6
6	Lesson 7
7	Lesson 8
8	Practice Day 1
9	Sub-Unit Quiz 1
10	Lesson 9
11	Lesson 10
12	Lesson 11 & 12
13	Lesson 13
14	Practice Day 2
15	Sub-Unit Quiz 2
16	Lesson 14 & 15
17	Lesson 16
18	Practice Day 3
19	End of Unit Assessment

1	Lesson 1 & 2
2	Lesson 3 & 4
3	Lesson 5 & 6
4	Lesson 7 & 8
5	Practice + Quiz 1
6	Lesson 9 & 10
7	Lesson 11 & 12
8	Lesson 13 + Practice
9	Quiz 2 + Lesson 14
10	Lesson 15 & 16
11	Practice Day
12	Test + Pre-Check Unit 6



Short on Time:

- Omit Lesson 1
- Combine Lesson 3 & 4, or omit lesson 4
- Omit Lesson 12 if students show strong understanding after lesson 10
- Omit Lesson 15

Math 6 – Amplify Desmos Math

Compute fluently with multi-digit numbers and find common factors and multiples. (additional cluster)	
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9+2)$.
Understand ratio concepts and use ratio reasoning to solve problems. (major cluster)	
6.RP.A.3	<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ul style="list-style-type: none">b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.

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<h2 style="margin: 0;">Unit 6.6:</h2> <h3 style="margin: 0;">Expressions and Equations</h3> <p style="margin: 0;">(21 days)</p>	Suggested Pacing						
	Feb/March/April 2026						
	S	M	T	W	Th	F	S
	15	16	17	18	19	20	21
22	23	24	25	26	27	28	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
Spring Break (3/23– 4/4)							
5	6	7	8	9	10	11	

Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)
Sub-Unit 1 - Solving Equations		
Reflect Unit 5 & Pre-check Unit 6 (<i>Assess and respond</i>)	-	MP3, MP7
1: Weight for It (<i>Reasoning about unknown values</i>)	6.EE.B.6, 6.EE.B.7	MP1, MP2
2: Five Equations (<i>Tape diagrams, equations, & Situations</i>)	6.EE.B.6, 6.EE.B.7	MP1, MP2
3: Hanging Around (<i>Intro to balanced hangers</i>)	6.EE.B.5, 6.EE.B.6&7	MP6, MP7
4: Hanging it Up (<i>Solving equations</i>)	6.EE.B.7, 6.EE.B.5&6	MP5, MP7
5: Swap and Solve (<i>Solving equations in context</i>)	6.EE.B.6, 6.EE.B.7	MP1, MP2. MP6
Sub-Unit 2 – Equivalent Expressions		
6: Vari-apples (<i>Introduction to variable expressions</i>)	6.EE.A.2a, 6.EE.B.6, 6.RP.A.3a	MP2, MP3,MP6
7: Border Tiles (<i>Equivalent expressions</i>)	6.EE.A.4, 6.EE.A.2c, 6.EE.A.3	MP3,MP7
8: Product and Sums (<i>Distributive property, part 1</i>)	6.EE.A.2b, 6.EE.A.3 6.EE.A.4	MP3
9: Equivalent Expressions (<i>Distributive property, part 2</i>)	6.EE.A.3, 6.EE.A.4, 6.EE.A.2a, 6.EE.A.2b	MP3
Practice Day 1 (<i>Review lessons 1-8</i>)	<i>All standards from above</i>	MP7
Sub-Unit Quiz 1 (<i>Assess and Respond</i>)	<i>All standards from above</i>	MP2, MP4, MP7
Sub-Unit 3 - Expressions Involving Exponents (finish by Q3 – 3/13)		
10: Powers (<i>What are exponents?</i>)	6.EE.A.1	MP3, MP7, MP8
11: Exponent Expressions (<i>Exponents & order of operations</i>)	6.EE.A.1, 6.EE.A.2c	MP1, MP3, MP7
12: Squares and Cubes (<i>Exponent expressions w/ variables</i>)	6.EE.A.2c, 6.EE.A.2, 6.G.A.1, 6.G.A.2	MP3, MP6, MP7
Sub-Unit 4 – Introduction to Representing Relationships (Q4 – week before/after spring break)		
13: Turtles All the Way (<i>Stories, tables, and variables</i>)	6.EE.C.9	MP1, MP3
14: Representing Relationships (<i>Interpret graphs</i>)	6.EE.C.9, 6.EE.C	MP3, MP6
15: Connecting Representations (<i>Tables, equations, graphs of relationships</i>)	6.EE.C.9, 6.EE.C, 6.RP.A.2, 6.RP.A.3	MP3, MP6

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16: Subway Fares (<i>Applying relationships</i>)	6.EE.C.9 , 6.EE.B.6, 6.RP.A.2, 6.RP.A.3	MP1, MP2, MP3
Practice Day 2 (<i>Review lessons 1-16</i>)	<i>All standards from above</i>	MP2, MP7, MP8
End of Unit Assessment (<i>Assess and Respond</i>)	<i>All standards from above</i>	

End of Quarter 3 (Sub-Unit 1, 2 & 3)

4 classes/week Pacing Adjustment (17 days) Block Schedule Pacing Adjustment (11 days)

1	Pre-Check + Reflect Unit 4
2	Lesson 1 & Lesson 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Lesson 7
7	Lesson 8 & 9
8	Practice Day 1
9	Sub-Unit Quiz 1
10	Lesson 10 & 11
11	Lesson 12
12	Lesson 13
13	Lesson 14
14	Lesson 15
15	Lesson 16
16	Practice Day 2
17	End of Unit Assessment

1	Lesson 1 & 2
2	Lesson 3 & 4
3	Lesson 5 & 6
4	Lesson 7 & 8
5	Lesson 9 + Practice Day 1
6	Quiz + Lesson 10
7	Lesson 11 & 12
8	Lesson 13 & 14
9	Lesson 15 & 16
10	Practice Day 2
11	Test + Pre-Check Unit 7



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 593L)
- Omit Lesson 1
- Combine Lesson 5 & 6, or omit lesson 5
- Omit Lesson 16

Apply and extend previous understandings of arithmetic to algebraic expressions. (major cluster)	
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers. *a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract y from 5” as $5 - y$.

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	<p>*b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8+7)$ as a product of two factors; view $(8+7)$ as both a single entity and a sum of two terms.</p> <p>*c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.</p>
6.EE.A.3	Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.
6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of the number y .
Reason about and solve one-variable equations and inequalities. (major cluster)	
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
Represent and analyze quantitative relationships between dependent and independent variables. (major cluster)	
6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.
Understand ratio concepts and use ratio reasoning to solve problems. (major cluster)	
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar.”
6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
Solve real-world and mathematical problems involving area, surface area, and volume. (supporting cluster)	
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

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<h2 style="margin: 0;">Unit 6.7: Positive and Negative Numbers</h2> <p style="margin: 0;">(18 days)</p>	Suggested Pacing						
	April/Mau 2026						
	S	M	T	W	Th	F	S
	29	30	31	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
	3	4	5	6	7	8	9
Lessons (45 – minutes)	Content Standard(s)		Practice Standard(s)				
Sub-Unit 1 - Negative Numbers and Absolute Values							
Reflect Unit 6 & Pre-check Unit 7 (<i>Assess and respond</i>)			MP3, MP6				
1: Can You Dig It? (<i>Positive and negative numbers</i>)	6.NS.C.5, 6.NS.C.6c, 6.NS.C		MP3, MP6				
2: Digging Deeper (<i>Positions on a number line</i>)	6.NS.C.6a, 6.NS.C.6c, 6.NS.C, 6.NS.C.6		MP1, MP7				
3: Sub-Zero (<i>Positive and negative numbers in context</i>)	6.NS.C.5, 6.NS.C.7b, 6.NS.C.6c,		MP2, MP3, MP7				
4: Order in the Class (<i>Comparing numbers</i>)	6.NS.C.6c, 6.NS.C.7, 6.NS.C.7a, 6.NS.C.6a		MP2, MP7, MP8				
5: Distance on a Number Line (<i>Intro to absolute value</i>)	6.NS.C.7c, 6.NS.C.7, 6.NS.C.7a		MP2, MP3, MP6				
6: We’ve Got Game(s) (<i>Comparing numbers & distance from zero</i>)	6.NS.C.7c, 6.NS.C.7d, 6.NS.C.5, 6.NS.C.7		MP2, MP3, MP4				
Practice Day 1 (<i>Review lessons 1-6</i>)	All standards from above		MP3, MP6				
Sub-Unit 1 & 2 Quiz (<i>Assess and Respond</i>)	All standards from above		MP3, MP6				
Sub-Unit 2 - Inequalities							
7: Tunnel Travels (<i>Graphing inequalities</i>)	6.EE.B.8		MP2, MP3, MP8				
8: Shira’s Solutions (<i>Solutions to Inequalities</i>)	6.EE.B.8, 6.EE.B.5, 6.EE.B.6		MP3, MP6				
9: Comparing Weights (<i>Writing Inequalities</i>)	6.EE.B.6, 6.EE.B.8, 6.EE.B		MP2, MP3				
Sub-Unit 3 – The Coordinate Plane							
10: Sand Dollar Search (<i>Points on a coordinate plane</i>)	6.NS.C.6b, 6.NS.C.6c		MP3, MP7				
11: The A-maze-ing Coordinate Plane (<i>Practice plotting</i>)	6.NS.C.6b, 6.NS.C.6c, 6.NS.C.8		MP3, MP6, MP7				
12: Polygon Maker (<i>Polygons in the plane</i>)	6.G.A.3, 6.NS.C.8		MP1, MP6, MP7				
13: Graph Telephone (<i>The coordinate plane in context</i>)	6.NS.C.6c, 6.NS.C.8		MP1, MP2, MP6				
Practice Day 2 (<i>Review lessons 1-13</i>)	All standards from above		MP2, MP7				
End of Unit Assessment (<i>Assess and Respond</i>)	All standards from above						

Math 6 – Amplify Desmos Math

4 classes/week Pacing Adjustment (15 days)

1	Pre-Check + Reflect Unit 2
2	Lesson 1 & 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Practice
7	Sub-Unit Quiz 1
8	Lesson 7
9	Lesson 8 & 9
10	Lesson 10
11	Lesson 11
12	Lesson 12
13	Lesson 13
14	Practice Day 2
15	End of Unit Assessment

Block Schedule Pacing Adjustment (9 days)

1	Reflect Unit 6 + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 + Practice
5	Sub-Unit 1 Quiz + Lesson 7
6	Lesson 8 & 9
7	Lesson 10 & 11
8	Lesson 12 + Practice
9	Test + Pre-Check Unit 8



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 723L)
- Omit Lesson 1
- Omit 9
- Omit lesson 13

Apply and extend previous understandings of numbers to the system of rational numbers. (major cluster)	
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6.NS.C.6	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>*c. Find and position integers and other rational numbers on a horizontal or vertical</p>

Math 6 – Amplify Desmos Math

	number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
6.NS.C.7	<p>Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express that -3°C is warmer than -7°C.</p> <p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt.</p> <p>d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
Reason about and solve one-variable equations and inequalities. (major cluster)	
6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
6.EE.B.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

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Math 6 – Amplify Desmos Math

<h2 style="margin: 0;">Unit 6.8:</h2> <h3 style="margin: 0;">Describing Data</h3> <p style="margin: 0;">(19 days)</p>	Suggested Pacing						
	May/June 2026						
	S	M	T	W	Th	F	S
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31	1	2	3	4	5	6	
7	8	9	10	11	12	13	
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 - Visualizing Data							
Reflect Unit 7 & Pre-check Unit 8 (<i>Assess and respond</i>)				MP3, MP6			
1: Screen Time (<i>Asking questions, collecting data, and making claims</i>)	6.SP.A, 6.SP.B.5b, 6.SP.B.5			MP3, MP6			
2: Dot Plots (<i>Visualizing data with dot plots</i>)	6.SP.A.1, 6.SP.B.4, 6.SP.B.5, 6.SP.B.5a&b			MP1, MP3, MP6			
3: Minimum Wage (<i>Creating dot plots</i>)	6.SP.B, 6.SP.B.4			MP6			
4: Lots More Dots (<i>Comparing dot plots</i>)	6.SP.A.2, 6.SP.B, 6.SP.B.4			MP3			
5: The Plot Thickens (<i>Introduction to histograms</i>)	6.SP.B.4, 6.SP.B.5a, 6.SP.B.5			MP1, MP3			
6: DIY Histograms (<i>Creating histograms</i>)	6.SP.A.2, 6.SP.B.5a, 6.SP.B.4, 6.SP.B.5			MP1, MP2, MP3			
Sub-Unit 2 – Measuring Data Mean and MAD							
7: Snack Time (<i>Introduction to the mean</i>)	6.SP.B.5c, 6.SP.A.3, 6.SP.B.5			MP3, MP6, MP8			
8: Pop It! (<i>Sum of Deviations</i>)	6.SP.B.5c, 6.SP.A.3, 6.SP.B.5			MP2, MP3, MP6			
9: Hoops (<i>Mean absolute deviation</i>)	6.SP.B.5c, 6.SP.A.2, 6.SP.A.3, 6.SP.B.5			MP2, MP6			
10: Hollywood, part 1 (<i>Using mean and MAD to analyze actor salaries</i>)	6.SP.A.3, 6.SP.B.5, 6.SP.B.5c			MP1, MP2			
Practice Day 1 (<i>Review lessons 1-10</i>)	All standards from above			MP3, MP6			
Sub-Unit Quiz 1 (<i>Assess and Respond</i>)	All standards from above						
Sub-Unit 3 – Measuring Data Median and IQR							
11: Toy Cars (<i>Introducing the median</i>)	6.SP.B.5c, 6.SP.B.4, 6.SP.B.5			MP2, MP3			
12: In the News (<i>Comparing measures of center</i>)	6.SP.B.5d, 6.SP.B.4, 6.SP.B.5,			MP2, MP3, MP6			

Math 6 – Amplify Desmos Math

13: Pumpkin Patch (<i>Introduction to quartiles</i>)	6.SP.A.3 , 6.SP.B.5, 6.SP.B.5c	MP3, MP6, MP8
14: Car, Plane, Bus, or Train? (<i>Boxplots, IQR, and range</i>)	6.SP.A.3 , 6.SP.B.4 , 6.SP.B.5, 6.SP.A.2, 6.SP.B.5c	MP1, MP4
15: Hollywood, part 2 (<i>Making claims using boxplots</i>)	6.SP.A.3 , 6.SP.B. , 6.SP.B.5, 6.SP.B.5b	MP3, MP4
16: Hollywood, part 3 (<i>Using statistics to analyze movies</i>)	6.SP.A.3 , 6.SP.B.4 , 6.SP.B, 6.SP.B.5, 6.SP.B.5d	MP3, MP4
Practice Day 2 (<i>Review lessons 1-16</i>)	<i>All standards from above</i>	MP3, MP6
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	

End of Semester 2 (Quarter 4)

4 classes/week Pacing Adjustment (14 days)

Block Schedule Pacing Adjustment (10 days)

1	Pre-Check + Lesson 1
2	Lesson 2 & 3
3	Lesson 4
4	Lesson 5 & 6
5	Lesson 7
6	Lesson 8 & 9
7	Lesson 10
8	Practice Day
9	Sub-Unit Quiz 1
10	Lesson 11 & 12
11	Lesson 13
12	Lesson 14 & 15
13	Lesson 16 + Practice
14	End of Unit Assessment

1	Reflect Unit 7 + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 & 7
5	Lesson 8 & 9
6	Lesson 10 & Practice
7	Sub-Unit Quiz 1 + Lesson 11
8	Lesson 12 & 13
9	Lesson 14 & Practice
10	End of Unit Assessment

Short on Time:

Math 6 – Amplify Desmos Math

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 831L)
- Combine Lesson 1 & 2
- Omit Lesson 10
- Omit lesson 15

Develop understanding of statistical variability. (additional cluster)	
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all its values with a single number, while a measure of variation describes how its values vary with a single number.
Summarize and describe distributions. (additional cluster)	
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by: <ol style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

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2025-2026

Math 7 Course Guide

#214 Math 7

#215A/215B MYP Math 7

#212 Basic Math 7

Math 7 Pacing

(Days in Q1-44, Q2-39, Q3-48, Q4-49)

Semester 1		Semester 2	
Unit	Days	Unit	Days
<i>Community & Identity through SMP</i>	5	Unit 4B: Prop Relationships & Percent Sub Unit 3	5
Unit 1: Scale Drawings	16	Unit 5: Operations with Pos & Neg Numbers	20
Unit 2: Introducing Proportional Relationships (Q1: Sub Unit 1, 2 & 3)	14	Unit 6: Equations, Expressions, & Inequalities (Can extend into 4 th quarter - Finish by 3/20)	22
<i>Flex Days (iReady Testing, school events etc)</i>	9	<i>Flex Days (This can be increased to 7 by extending Unit 6 into Q4)</i>	2
<i>Be here by 10/17, the end of Q1</i>		<i>Be here by 3/13, the end of Q3</i>	
Unit 2: Introducing Proportional Relationships (Q2: Sub Unit 4)	4	Unit 7: Angles, Triangles, & Prisms	18
Unit 3: Measuring Circles	15	Unit 8: Probability & Sampling	20
Unit 4: Proportional Relationships & Percentages: Sub Unit 1 & 2	13	<i>Flex Days (Reduced to 6 if Unit 6 is extended into Q4)</i>	11
<i>Flex Days (iReady Testing, school events etc)</i>	7		
<i>Be here by 12/18, the end of Q2</i>		<i>Be here by 6/5, the end of Q4</i>	

Instructional Materials Feedback:

<https://forms.office.com/r/AxxXq6XPMk>

2025-2026



Math 7 – Amplify Desmos Math

For Each Unit:

- Lessons that complement each other are grouped.
- Primary lesson standard(s) is bolded. Secondary standards are not.

<h3 style="margin: 0;">Unit 7.1: Scale Drawings (16 days)</h3>	Suggested Pacing						
	Aug/Sept 2025						
	S	M	T	W	Th	F	S
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 -							
Pre-Unit Check (<i>Assess and respond</i>)							
1: Scaling Machines (<i>What are scaled copies?</i>)	7.RP.A.2a , 7.G.A.1,			MP2, MP7			
2: Scaling Robots (<i>Lengths and scaled copies</i>)	7.G.A.1 , 7.RP.A., 7.RP.A.2			MP7			
3: Make it Scale (<i>Draw scaled copies</i>)	7.G.A.1			MP3, MP5			
4: Scale Factor Challenge (<i>Effects of scale factor</i>)	7.G.A.1 , 7.RP.A.2b			MP6, MP7			
5: Tiles (<i>Scaling and area</i>)	7.G.A.1 , 7.G.B.6			MP1, MP3, MP8			
Practice Day 1 (<i>Review lessons 1-5</i>)	All standards from above			MP3, MP6, MP7			
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	All standards from above						
Sub-Unit 2 -							
6: Introducing Scale (<i>Compare scale factor and scale</i>)	7.G.A.1			MP2			
7: Will it Fit? (<i>Scale drawings</i>)	7.G.A.1 , 7.G.B.6, 7.RP.A.3			MP2, MP4			
8: Scale States, part 1 (<i>Create scale drawings</i>)	7.G.A.1			MP6			
9: Scale States, part 2 (<i>Create scale drawings</i>)	7.G.A.1			MP7			
10: Scale Buildings (<i>Same object, different scales</i>)	7.G.A.1			MP6, MP7			
11: Team Spirit (<i>Scale and scale factor</i>)	7.G.A.1			MP1, MP6			
Practice Day 1 (<i>Review lessons 1-11</i>)	All standards from above						
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	All standards from above						

Math 7– Amplify Desmos Math

4 classes/week Pacing Adjustment (13 days)

1	Pre-Check 1 + Lesson 1
2	Lesson 2
	Lesson 3
4	Lesson 4 & 5
5	Practice Day 1
6	Sub-Unit Quiz 1
7	Lesson 6
8	Lesson 7
9	Lesson 8 & 9
10	Lesson 10
11	Lesson 11
12	Practice Day 2
13	End of Unit Assessment

Block Schedule Pacing Adjustment (8 days)

1	Pre-Check + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Practice + Lesson 6
5	Quiz + Lesson 7
6	Lesson 8 & 9
7	Lesson 10 & 11
8	Practice Day 2
9	Test + Pre-Check Unit 2



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 1L)
- Combine Pre-Unit Check and Lesson 1
- Combine Lesson 4 & 5
- Combine Lesson 8 & 9
- Omit Lesson 11

Draw, construct, and describe geometrical figures and describe the relationships between them. (additional cluster)

7.G.A.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.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (additional cluster)

7.G.B.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.

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)

7.RP.A.2 Recognize and represent proportional relationships between quantities.
 *a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 *b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.

Math 7– Amplify Desmos Math

<h2 style="margin: 0;">Unit 7.2:</h2> <h3 style="margin: 0;">Introducing Proportional Relationships</h3> <p style="margin: 0;">(18 days)</p>	Suggested Pacing						
	Sept/Oct 2025						
	S	M	T	W	Th	F	S
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 – Proportional Relationships in Tables							
Reflect Unit 1 & Pre-check Unit 2 (<i>Assess and respond</i>)							
1: Paint (<i>Use equivalent ratios</i>)	7.RP.A			MP6, mP7			
2: Balloon Float (<i>Introduce proportional relationships w/tables</i>)	7.RP.A, 7.RP.A.2, 7.RP.A.2a			MP7			
3: Sugar, Spice, and Everything Rice (<i>Constant of proportionality</i>)	7.RP.A.2a, 7.RP.A.2b, 7.RP.A, 7.RP.A.1			MP2			
Sub-Unit 2 – Proportional Relationships in Equations							
4: Robot Factory (<i>Proportional relationships and equations</i>)	7.RP.A.2, 7.RP.A.2c			MP8			
5: Snapshots (<i>More equations for each relationship</i>)	7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2			MP2			
6: Two and Two (<i>Two equations for each relationship</i>)	7.RP.A.2b, 7.RP.A.2c, 7.RP.A, 7.RP.A.2			MP2			
7: All Kinds of Equations (<i>Equations of Proportional Relationships</i>)	7.RP.A.2c, 7.RP.A.2, 7.RP.A.2a			MP1, MP7			
Practice Day 1 (<i>Review lessons 1-7</i>)	All standards from above			MP2, MP7			
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	All standards from above			MP2, MP4, MP7			
Sub-Unit 3 – Proportional Relationships in Graphs (Finish here by Q1, 10/17)							
8: DinoPops (<i>Introduce graphs of proportional relationships</i>)	7.RP.A.2a, 7.RP.A.2			MP2, MP7			
9: Gallon Challenge (<i>Interpret graphs of proportional relationships</i>)	7.RP.A.2b, 7.RP.A.2d, 7.RP.A.2			MP8			
10: Three Turtles (<i>Proportional relationships and graphs</i>)	7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2, 7.RP.A.2a			MP1, MP2			
Sub-Unit 4 – Using Proportional Relationships							
11: Four Representations (<i>Connect descriptions, tables, graphs, and equations</i>)	7.RP.A.2						
12: Water Efficiency, part 1 (<i>Let's put it to work</i>)	7.RP.A.2, 7.EE.B.4			MP4			
13: Water Efficiency, part 2 (<i>Let's put it to work</i>)	7.RP.A.2			MP5			
Practice Day 2 (<i>Review lessons 1-13</i>)	All standards from above			MP1			
End of Unit Assessment (<i>Assess and respond</i>)	All standards from above						

Math 7– Amplify Desmos Math

End of Quarter 1 (Sub-Unit 1, 2 & 3)

4 classes/week Pacing Adjustment (14 days)

1	Pre-Check + Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4 & 5
5	Lesson 6
6	Lesson 7
7	Practice Day 1
8	Sub-Unit Quiz + Lesson 8
9	Lesson 9
10	Lesson 10
11	Lesson 11
12	Lesson 12 & 13
13	Practice Day 2
14	End of Unit Assessment

Block Schedule Pacing Adjustment (9 days)

1	Lesson 1 & 2
2	Lesson 3 & 4
3	Lesson 5 & 6
4	Lesson 7 & Practice Day 1
5	Sub-Unit Quiz 1 + Lesson 8
6	Lesson 9 & 10
7	Lesson 11 & 12
8	Lesson 13 + Practice Day 2
9	Test + Pre-Check Unit 3



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 87L)
- Combine Pre-Unit Check and Lesson 1
- Omit Lesson 5, be sure to address how equation relates to situation in future lessons
- Omit Lesson 11
- Combine lessons 12 & 13

Math 7– Amplify Desmos Math

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.
7.RP.A.2	Recognize and represent proportional relationships between quantities. *a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. *b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. *c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. *d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
7.EE.B.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.

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Math 7– Amplify Desmos Math

<h2>Unit 7.3: Circles</h2> <p>(15 days)</p>	Suggested Pacing																																																	
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Oct/Nov 2025																																																		
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																
Sub-Unit 1 – Circumference of a Circle																																																		
Reflect Unit 2 & Pre-check Unit 3 (<i>Assess and respond</i>)																																																		
1: Toothpicks (<i>Perimeter and proportional relationships</i>)	7.RP.A.2a, 7.RP.A.2b	MP8																																																
2: Is it a Circle? (<i>Parts of a Circle</i>)	7.G.A, 7.G.B.4	MP3, MP6																																																
3: Measuring Around (<i>Estimate and calculating circumference</i>)	7.G.B.4, 7.RP.A.2a, 7.RP.A.2b	MP5, MP6																																																
4: Perimeter Challenges (<i>Calculate perimeters of complex shapes</i>)	7.G.B.4	MP3, MP6, MP7																																																
Practice Day 1 (<i>Review lessons 1-4</i>)	<i>All standards from above</i>	MP1																																																
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	<i>All standards from above</i>	MP6, MP7																																																
Sub-Unit 2 – Area of a Circle																																																		
5: Area Strategies (<i>Estimate and calculating area</i>)	7.G.B.4	MP3																																																
6: Radius Squares (<i>Explore circle areas</i>)	7.G.B	MP8																																																
7: Circle Area (<i>Calculate circle area</i>)	7.G.B.4, 7.G.B.6	MP6, MP8																																																
8: Why Pi? (<i>Relate area to circumference</i>)	7.G.B.4, 7.RP.A.2a	MP3, MP6, MP7																																																
9: Area Challenges (<i>Calculating area of complex shapes</i>)	7.G.B.4	MP7																																																
10: Circle vs. Square (<i>Calculate area given a perimeter</i>)	7.G.B.4	MP7																																																
Practice Day 2 (<i>Review lessons 1-10</i>)	<i>All standards from above</i>	MP1, MP8																																																
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	MP1, MP2																																																

Math 7– Amplify Desmos Math

4 classes/week Pacing Adjustment (12 days)

Block Schedule Pacing Adjustment (8 days)

1	Pre-Check + Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4 + Practice Day 1
5	Sub-Unit Quiz
6	Lesson 5 & 6
7	Lesson 7
8	Lesson 8
9	Lesson 9
10	Lesson 10
11	Practice Day 2
12	End of Unit Assessment

1	Lesson 1 & 2
2	Lesson 3 & 4
3	Practice Day + Lesson 5
4	Sub-Unit Quiz 1 + Lesson 6
5	Lesson 7 & 8
6	Lesson 9 & 10
7	Practice Day 2
8	Test + Pre-Check Unit 4



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 185L)
- Combine Pre-Unit Check and Lesson 1
- Omit Lesson 5
- Omit Lesson 10

Draw, construct, and describe geometrical figures and describe the relationships between them. (additional cluster) (7.G.A)	
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (additional cluster)	
7.G.B.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.
7.G.B.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.
Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
7.RP.A.2	Recognize and represent proportional relationships between quantities. *a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. *b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Math 7– Amplify Desmos Math

<h3 style="margin: 0;">Unit 7.4A:</h3> <h2 style="margin: 0;">Introducing Proportional Relationships</h2> <p style="margin: 0;">(13 days)</p>	Suggested Pacing						
	Nov/Dec 2025						
	S	M	T	W	Th	F	S
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
Lessons (45 – minutes)	Content Standard(s)		Practice Standard(s)				
Sub-Unit 1 – Percentages as Proportional Relationships							
Reflect Unit 3 & Pre-check Unit 4 (<i>Assess and respond</i>)							
1: Mosaics (<i>Work with fractions and percentages</i>)	7.RP.A.3		MP6				
2: More or Less (<i>Percent increase/decrease with tape diagrams</i>)	7.RP.A.3, 7.RP.A.2		MP2				
3: All the Equations (<i>Percent increase with equations</i>)	7.RP.A.3, 7.EE.A.2, 7.EE.B.4		MP1				
4: 100% (<i>Percent increase/decrease with dbl number lines</i>)	7.RP.A.3		MP1				
5: Percent Machines (<i>Calculate unknowns w/percentages</i>)	7.RP.A.3		MP3				
6: Back in My Day (<i>Real world situations involving percent increase</i>)	7.RP.A.3		MP1, MP3				
Practice Day 1 <i>Review lessons 1-6)</i>	<i>All standards from above</i>		MP2				
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	<i>All standards from above</i>		MP4, MP4, MP6				
Sub-Unit2 – Applying Percentages							
7: Tax and Tip (<i>Multistep percent problems</i>)	7.RP.A.3, 7.EE.A.2, 7.EE.B.4		MP3, MP8				
8: Plate Rate (<i>More real-world situations involving percent increase</i>)	7.RP.A.3, 7.RP.A.2		MP1, MP4				
9: Bookcase Builder (<i>Percent error</i>)	7.RP.A.3		MP3, MP8				
10: Population and Pollution (<i>Posing problems involving percents</i>)	7.RP.A.3		MP5, MP6				

End of Semester 1 (Quarter 2)

Math 7– Amplify Desmos Math

4 classes/week Pacing Adjustment (11 days)

1	Pre-Check + Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Practice Day 1
7	Sub-Unit Quiz 1
8	Lesson 7
9	Lesson 8
10	Lesson 9
11	Lesson 10

Block Schedule Pacing Adjustment (7 days)

1	Lesson 1 & 2
2	Lesson 3 & 4
3	Lesson 5 & 6
4	Practice Day 1
5	Sub-Unit Quiz 1 + Lesson 7
6	Lesson 8 & 9
7	Lesson 10



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 295L)
- Combine Pre-Unit Check and Lesson 1
- Combine Lesson 7 & 8
- Omit Lesson 10

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)

7.RP.A.2 Recognize and represent proportional relationships between quantities.

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.

Use properties of operations to generate equivalent expressions. (major cluster)

7.EE.A.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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)

7.EE.B.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.

Math 7– Amplify Desmos Math

<h2>Unit 7.4B: Introducing Proportional Relationships</h2> <p>(5 days)</p>	Suggested Pacing																																																	
	<table border="1"> <thead> <tr> <th colspan="7">January 2026</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> </tr> </tbody> </table>		January 2026							S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																
Sub-Unit 3 – Proportional Relationships with Fractions																																																		
11: Sticker Sizes (<i>Revisit proportional relationships</i>)	7.RP.A.1, 7.RP.A.2	MP5																																																
12: Peach Cobbler (<i>Ratios and rates with fractions</i>)	7.RP.A.1	MP3																																																
13: Decimal Deep Dive (<i>Write fractions as decimals</i>)	7.NS.A.2d	MP8																																																
Practice Day 2 (<i>Review lessons 1-13</i>)	<i>All standards from above</i>	MP3																																																
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>																																																	

Math 7– Amplify Desmos Math

4 classes/week Pacing Adjustment (4 days) Adjustment (3 days)

1	Lesson 11
2	Lesson 12
3	Lesson 13 + Practice
4	End of Unit Assessments

Block Schedule Pacing

1	Lesson 11 & 12
2	Lesson 13 + Practice Day 2
3	Test + Pre-Check Unit 5



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 295L)

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (major cluster)	
7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. *d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.
7.RP.A.2	Recognize and represent proportional relationships between quantities.
Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
Use properties of operations to generate equivalent expressions. (major cluster)	
7.EE.A.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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
7.EE.B.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.

Math 7– Amplify Desmos Math

<h2 style="margin: 0;">Unit 7.5:</h2> <h3 style="margin: 0;">Operations with Positive & Negative Numbers</h3> <p style="margin: 0;">(20 days)</p>	Suggested Pacing																																																														
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">Jan/Feb2026</th> </tr> <tr> <th style="text-align: center;">S</th> <th style="text-align: center;">M</th> <th style="text-align: center;">T</th> <th style="text-align: center;">W</th> <th style="text-align: center;">Th</th> <th style="text-align: center;">F</th> <th style="text-align: center;">S</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> </tr> <tr> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> <td style="text-align: center;">20</td> <td style="text-align: center;">21</td> <td style="text-align: center;">22</td> <td style="text-align: center;">23</td> <td style="text-align: center;">24</td> </tr> <tr> <td style="text-align: center;">25</td> <td style="text-align: center;">26</td> <td style="text-align: center;">27</td> <td style="text-align: center;">28</td> <td style="text-align: center;">29</td> <td style="text-align: center;">30</td> <td style="text-align: center;">31</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> <td style="text-align: center;">20</td> <td style="text-align: center;">21</td> </tr> </tbody> </table>								Jan/Feb2026							S	M	T	W	Th	F	S	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																													
Sub-Unit 1 – Adding and Subtracting																																																															
Reflect Unit 4 & Pre-check Unit 5 (<i>Assess and respond</i>)																																																															
1: Floats and Anchors (<i>Represent adding & subtracting</i>)	7.NS.A.1 , 7.NS.A.1a	MP2, MP8																																																													
2: More Floats and Anchors (<i>Add and subtract positive and negative numbers</i>)	7.NS.A.1 , 7.NS.A.1c	MP7																																																													
3: Bumpers (<i>Add on a number line</i>)	7.NS.A.1b , 7.NS.A.1d	MP5, MP8																																																													
4: Draw Your Own (<i>Number lines and expressions</i>)	7.NS.A.1 , 7.NS.A.1c , 7.NS.A.1b, 7.NS.A.1d	MP3, MP7																																																													
5: Number Puzzles (<i>Practice adding and subtracting</i>)	7.NS.A.1 , 7.EE.B.3, 7.NS.A.1c, 7.NS.A.1d	MP1																																																													
Practice Day 1 (<i>Review lessons 1-6</i>)	<i>All standards from above</i>	MP3																																																													
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	<i>All standards from above</i>	MP7																																																													
Sub-Unit 2 – Multiplying and Dividing																																																															
6: Floating in Groups (<i>Represent multiplication</i>)	7.NS.A.2	MP2																																																													
7: Back in Time (<i>Position, rate, time</i>)	7.NS.A.2 , 7.NS.A.2a	MP1																																																													
8: Speeding Turtles (<i>Divide integers</i>)	7.NS.A.2b , 7.NS.A.2c	MP2																																																													
9: Expressions (<i>Variable expressions</i>)	7.NS.A.1 , 7.NS.A.1d, 7.NS.A.2, 7.NS.A.2c	MP3, MP7																																																													
10: Integer Puzzles (<i>Practice all four operations</i>)	7.NS.A.2a , 7.EE.B.3, 7.NS.A.1d, 7.NS.A.2c	MP1, MP3																																																													
Sub-Unit 3 – Applying Operations																																																															
11: Temperatures Around the World (<i>Real world situations involving positive and negative numbers, part 1</i>)	7.EE.B.3 , 7.NS.A.3	MP1																																																													

Math 7– Amplify Desmos Math

12: Visiting the Arctic (<i>Real world situations involving positive and negative numbers, part 2</i>)	7.EE.B.3, 7.NS.A.3	MP4
13: Solar Panels and More (<i>Real world situations involving positive and negative numbers, part 3</i>)	7.NS.A.3, 7.EE.B.3, 7.NS.A.2a	MP3, MP4
Practice Day 2 (<i>Review lessons 1-13</i>)	<i>All standards from above</i>	
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	

4 classes/week Pacing Adjustment (16 days) Block Schedule Pacing Adjustment (10 days)

1	Pre-Check + Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4 & 5
5	Lesson 6
6	Lesson 7
7	Practice Day 1
8	Sub-Unit Quiz + Lesson 8
9	Lesson 9
10	Lesson 10
11	Lesson 11
12	Lesson 12 & 13
13	Practice Day 2
14	End of Unit Assessment
15	Practice Day 2
16	End of Unit Assessment

1	Reflect U4 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Practice + Lesson 6
5	Sub-Unit Quiz 1 + Lesson 7
6	Lesson 8 & 9
7	Lesson 10 & 11
8	Lesson 12 & 13
9	Practice Day 2
10	Test + Pre-Check Unit 6



Short on Time:

- | |
|--|
| <ul style="list-style-type: none"> - Incorporate pre-check questions into specific lessons (see teacher edition pg. 363L) - Can omit one or two lessons from 11, 12, and/or 13 |
|--|

Math 7– Amplify Desmos Math

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (major cluster)	
7.NS.A.1	<p>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.</p> <ul style="list-style-type: none"> *a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. *b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. *c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this in real-world contexts. *d. Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.A.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ul style="list-style-type: none"> *a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. *b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts. *c. Apply properties of operations as strategies to multiply and divide rational numbers.
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

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Math 7– Amplify Desmos Math

<h2 style="margin: 0;">Unit 7.6:</h2> <h3 style="margin: 0;">Expressions, Equations, and Inequalities</h3> <p style="margin: 0;">(22 days)</p>	Suggested Pacing						
	Feb/March 2026						
	S	M	T	W	Th	F	S
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
Lessons (45 – minutes)				Content Standard(s)		Practice Standard(s)	
Sub-Unit 1 – Equations and Tape Diagrams							
Reflect Unit 5 & Pre-check Unit 6 (<i>Assess and respond</i>)							
1: Toothpicks and Tiles (<i>Determine unknowns in patterns</i>)				7.EE.B, 7.EE.B.4a		MP3, MP8	
2: Smudged Receipts (<i>Connect context w/tape diagrams</i>)				7.EE.B.3		MP1, MP2, MP3	
3: Equations (<i>Represent contexts w/tape diagrams & eqns</i>)				7.EE.B.3, 7.EE.B.4		MP1, MP2	
4: Seeing Structure (<i>Practice w/tape diagrams & equations</i>)				7.EE.B.3, 7.EE.B.4		MP2, MP5, MP7	
Sub-Unit 2 – Solving Equations							
5: Balancing Moves (<i>Introduction to balanced hangers</i>)				7.EE.B.3		MP3, MP6	
6: Balancing Equations (<i>Solve eqns w/balanced hangers</i>)				7.EE.B.4a		MP3	
7: Keeping it True (<i>Solve Equations</i>)				7.EE.B.4a		MP7	
8: Factoring & Expanding (<i>options for solving one equation</i>)				7.EE.A.1, 7.EE.A.2, 7.EE.B.4a		MP3, MP7, MP8	
9: Always-Equal Machine (<i>Equivalent expressions</i>)				7.EE.A.1		MP3, MP6	
10: Collect the Squares (<i>Add expressions</i>)				7.EE.A.1		MP7	
11: Pass the Equation (<i>Solve equations multiple ways</i>)				7.EE.B.4a		MP7	
12: Community Day (<i>Use equations to solve problems</i>)				7.EE.B.3, 7.EE.B.4, 7.EE.B.4a		MP1, MP2	
Practice Day 1 (<i>Review lessons 1-12</i>)				All standards from above		MP2	
Sub-Unit 1 Quiz (<i>Assess and respond</i>)				All standards from above		MP2, MP3, MP7	
Sub-Unit 3 – Inequalities							
13: I Saw the Signs (<i>Inequalities on a number line</i>)				7.EE.B.4		MP1	
14: Unbalanced Hangers (<i>Solutions to inequalities</i>)				7.EE.B.4, 7.EE.B.4b		MP2, MP3, MP6	
15: Budgeting (<i>Solve Inequalities in context</i>)				7.EE.B.4, 7.EE.B.4b		MP3	
16: Shira the Sheep (<i>Solve inequalities with positive and negative numbers</i>)				7.EE.B.4b		MP1, MP3	
17: Write Them and Solve Them (<i>Model w/inequalities</i>)				7.EE.B.4, 7.EE.B.4b		MP3	
Practice Day 2 (<i>Review lessons 1-13</i>)				All standards from above		MP2	
End of Unit Assessment (<i>Assess and respond</i>)				All standards from above		MP1, MP6	

End of Quarter 3

Math 7– Amplify Desmos Math

4 classes/week Pacing Adjustment (18 days) Block Schedule Pacing Adjustment (11 days)

1	Reflect Unit 5 + Pre-Check
2	Lesson 1 & 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Lesson 7
7	Lesson 8
8	Lesson 9 & 10
9	Lesson 11
10	Lesson 12
11	Practice
12	Sub-Unit 1 Quiz + Lesson 13
13	Lesson 14
14	Lesson 15
15	Lesson 16
16	Lesson 17
17	Practice Day 2
18	End of Unit Assessment

1	Reflect U4 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 & 7
5	Lesson 8 & 9
6	Lesson 10 & 11
7	Lesson 12 + Practice Day 1
8	Lesson 13 & 14
9	Lesson 15 & 16
10	Lesson 17 + Practice Day 2
11	Test + Pre-Check Unit 7



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 463L)
- Omit Lesson 1
- Combine Lessons 2 and 3

Use properties of operations to generate equivalent expressions. (major cluster)	
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
7.EE.A.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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide,

Math 7– Amplify Desmos Math

	you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
7.EE.B.4	<p>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.</p> <p>*a. Solve word problems leading to equations of the form $px + q = r$, and $p(x + q) = r$, where p, q and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q < r$ where p, q and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.</p>

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Math 7– Amplify Desmos Math

Unit 7.7: Angles, Triangles, and Prisms (18 days)	Suggested Pacing						
	March/April 2026						
	S	M	T	W	Th	F	S
	15	16	17	18	19	20	21
Spring Break (3/23– 4/4)							
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	1	2	
Lessons (45 – minutes)	Content Standard(s)		Practice Standard(s)				
Sub-Unit 1 – Angle Relationships							
Reflect Unit 6 & Pre-check Unit 7 (<i>Assess and respond</i>)							
1: Pinwheels (<i>Explore angles</i>)	7.G.B.5		MP1, MP6, MP8				
2: Friendly Angles (<i>Complementary Supplementary angles</i>)	7.G.B.5, 7.EE.B.4		MP6, MP7				
3: Angle Diagrams (<i>Vertical angles and equations</i>)	7.G.B.5, 7.EE.B.4		MP2, MP3, MP7				
4: Missing Measures (<i>Write and solving problems with angle relationships</i>)	7.G.B.5, 7.EE.B.4		MP1, MP6				
Sub-Unit 2 – Drawing Triangles							
5: Can You Build It? (<i>The triangle inequality theorem</i>)	7.G.A.2, 7.G.A		MP1, MP8				
6: Is It Enough? (<i>Build polygons given side lengths</i>)	7.G.A.2, 7.G.A		MP3, MP5				
7: More Than One (<i>Build triangles with technology</i>)	7.G.A.2, 7.G.A		MP3, MP5				
8: Can You Draw It? (<i>Draw triangles with rulers and protractors</i>)	7.G.A.2, 7.G.A		MP1, MP6, MP7				
Practice Day 1 (<i>Review lessons 1-8</i>)	<i>All standards from above</i>		MP3, MP5				
Sub-Unit Quiz 1 (<i>Assess and respond</i>)	<i>All standards from above</i>		MP1, MP3, MP5, MP7				
Sub-Unit 3 – Solid Geometry							
9: Slicing Solids (<i>Describe cress sections</i>)	7.G.A.3		MP3, MP6				
10: Simple Prisms (<i>Use base area to calculate volume</i>)	7.G.B.6, 7.G.B		MP3				
11: Complex Prisms (<i>Calculate volumes of right prisms</i>)	7.G.B.6, 7.G.B		MP1, MP3, MP7				
12: Surface Area Strategies (<i>Surface area of right prisms</i>)	7.G.B.6, 7.G.B		MP5				
13: Popcorn Possibilities (<i>Apply volume & surface area</i>)	7.G.B.6, 7.G.B		MP4				
Practice Day 2 (<i>Review lessons 1-13</i>)	<i>All standards from above</i>		MP2				
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>						

Math 7– Amplify Desmos Math

4 classes/week Pacing Adjustment (14 days)

Block Schedule Pacing Adjustment (9 days)

1	Pre-Check + Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4 & 5
5	Lesson 6
6	Lesson 7
7	Practice Day 1
8	Sub-Unit Quiz + Lesson 8
9	Lesson 9
10	Lesson 10
11	Lesson 11
12	Lesson 12 & 13
13	Practice Day 2
14	End of Unit Assessment

1	Reflect U6 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 & 7
5	Lesson 8 + Practice Day 1
6	Sub-Unit Quiz 1 + Lesson 9 & 10
7	Lesson 11 & 12
8	Lesson 13+ Practice Day 2
9	Test + Pre-Check Unit 6



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 689L)
- Omit Lesson 1
- Omit Lesson 2
- Do either lesson 13 or Practice Day 2

Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)

7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Draw, construct, and describe geometrical figures and describe the relationships between them. (additional cluster)

7.G.A.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.

7.G.A.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.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (additional cluster)

7.G.B.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.

7.G.B.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.

Math 7– Amplify Desmos Math

<h2 style="margin: 0;">Unit 7.8:</h2> <h3 style="margin: 0;">Probability and Sampling</h3> <p style="margin: 0;">(20 days)</p>	Suggested Pacing						
	May/June 2026						
	S	M	T	W	Th	F	S
26	27	28	29	30	1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31	1	2	3	4	5	6	
Lessons (45 – minutes)	Content Standard(s)		Practice Standard(s)				
Sub-Unit 1 – Probability							
Reflect Unit 7 & Pre-check Unit 8 (<i>Assess and respond</i>)							
1: How Likely (<i>Chance experiments</i>)	7.SP.C.6		MP3				
2: Prob-bear-bilities (<i>Intro to probability</i>)	7.SP.C.5, 7.SP.C.7a, 7.EE.B.3		MP5				
3: Mystery Bag (<i>Predict sample sizes</i>)	7.SP.C.5, 7.SP.C.6, 7.RP.A		MP1, MP3				
4: Spin Class (<i>Repeated experiments</i>)	7.SP.C.6, 7.SP.C.7, 7.SP.C.7b		MP1, MP3, MP8				
5: Is it Fair? (<i>Compare probabilities and experiments</i>)	7.SP.C.8b, 7.SP.C.8, 7.SP.C.8a		MP2, MP8				
6: Fair Games (<i>Compound events</i>)	7.SP.C.8a, 7.SP.C.8, 7.SP.C.8b		MP5				
7: Weather or Not (<i>Estimate probabilities using simulations</i>)	7.SP.C.8c, 7.SP.C.8		MP2, MP3, MP4				
8: Simulate It! (<i>Design simulations</i>)	7.SP.C.8c, 7.SP.C.8		MP1, MP4				
Practice Day 1 (<i>Review lessons 1-8</i>)	All standards from above						
Sub-Unit Quiz 1 (<i>Assess and respond</i>)	All standards from above						
Sub-Unit 2 – Sampling							
9: Car, Bike or Train? (<i>Use mean and MAD to compare groups</i>)	7.SP.B, 7.SP.B.4		MP2, MP3				
10: Crab Island (<i>Sample from large populations</i>)	7.SP.A.1		MP1, MP3, MP7				
11: Headlines (<i>Sampling bias</i>)	7.SP.A.1		MP3				
12: Flower Power (<i>Use percentages to predict populations</i>)	7.SP.A.1, 7.SP.A.2, 7.RP.A		MP1, MP3				
13: Plots and Samples (<i>Use Median and IQR to make predictions</i>)	7.SP.A.2, 7.SP.B.3, 7.SP.B.4		MP3, MP6				
14: School Newspaper (<i>Compare populations</i>)	7.SP.B.3, 7.SP.B.4		MP1, MP6				
15: Air Quality (<i>Put it all together</i>)	7.SP.B.4, 7.SP.A.1, 7.SP.A.2		MP1, MP2, MP4				

Math 7– Amplify Desmos Math

Practice Day 2 (<i>Review lessons 1-13</i>)	<i>All standards from above</i>	
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	

End of Semester 2 (Quarter 4)

4 classes/week Pacing Adjustment (16 days) Block Schedule Pacing Adjustment (10 days)

1	Reflect U7 Test + Pre-Check
2	Lesson 1 & 2
3	Lesson 3
4	Lesson 4 & 5
5	Lesson 6
6	Lesson 7
7	Lesson 8 + Practice Day 1
8	Sub Unit Quiz 1
9	Lesson 9
10	Lesson 10 & 11
11	Lesson 12
12	Lesson 13
13	Lesson 14
14	Lesson 15
15	Practice Day 2
16	End of Unit Assessment

1	Reflect U7 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 & 7
5	Lesson 8 + Practice Day 1
6	Sub-Unit Quiz + Lesson 9 & 10
7	Lesson 11 & 12
8	Lesson 13 & 14
9	Lesson 15 + Practice 2
10	End of Unit Assessment



Short on Time:

- | |
|---|
| <ul style="list-style-type: none"> - Incorporate pre-check questions into specific lessons (see teacher edition pg. 699L) - Omit Lesson 1 - Omit Lesson 8 - Omit Practice Day 2 or Lesson 15 - Do either lesson 15 or Practice Day 2 |
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Math 7– Amplify Desmos Math

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
Use random sampling to draw inferences about a population. (supporting cluster)	
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
Draw informal comparative inferences about two populations. (additional cluster)	
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
Investigate chance processes and develop, use, and evaluate probability models. (supporting cluster)	
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative

Math 7– Amplify Desmos Math

	frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
7.SP.C.7	<p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <ol style="list-style-type: none">Develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
7.SP.C.8	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <ol style="list-style-type: none">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 (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.Design and use a simulation to generate frequencies for compound events.

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2025-2026

Math 7-8 Course Guide

#220 Math 7-8

#227A/227B MYP Math 7-8

#755 ACCEL Math 7-8: GATE

Math 7-8 Pacing

(Days in Q1-44, Q2-39, Q3-48, Q4-49)

Semester 1		Semester 2	
Unit	Days	Unit	Days
<i>Community & Identity through SMP</i>	3	Unit 5: Proportional Relationships & Percents	11
Unit 1: Scale Drawings	8	Unit 6: Expressions & Equations	25
Unit 2: Transformations, Similarity, & Congruence (<i>finish by fall break</i>)	26	Unit 7A: 2-Dimensional Geometry	8
Unit 3a: Positive & Negative Numbers	4	<i>Flex Days (iReady Testing, school events, etc)</i>	4
<i>Flex Days (iReady Testing, school events, etc)</i>	3		
Be here by 10/17, the end of Q1		Be here by 3/13, the end of Q3	
Unit 3b: Positive & Negative Numbers	8	Unit 7B: 3- Dimensional Geometry	12
Unit 4: Proportional & Linear Relationships	25	Unit 8: Data Sets & Relationships	12
<i>Flex Days (iReady Testing, school events, etc)</i>	6	Unit 9: Exponents & Pythagorean Thm	20
		<i>Flex Days (iReady Testing, school events, etc)</i>	5
Be here by 12/18, the end of Q2		Be here by 6/5, the end of Q4	

Instructional Materials Feedback:

<https://forms.office.com/r/AxxXq6XPMk>



Math 7-8– Amplify Desmos Math

For Each Unit:

- Lesson numbering key: 7.2.01 refers to Grade 7, Unit 2, Lesson 1
- Lessons that complement each other are grouped.
- Primary lesson standard(s) is bolded. Secondary standards are not.

<h2>Unit 1: Scale Drawings (8 days)</h2>	Suggested Pacing						
	Aug/Sept 2025						
	S	M	T	W	Th	F	S
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
<i>Sub-Unit 1 – Scale Drawings (7.1)</i>							
7.1.01: Scaling Machines (<i>What are scaled copies?</i>)	7.RP.A.2a , 7.G.A.1,			MP2, MP7			
7.1.02: Scaling Robots (<i>Lengths and scaled copies</i>)	7.G.A.1 , 7.RP.A, 7.RP.A.2			MP7			
7.1.04: Scale Factor Challenge (<i>Effects of scale factor</i>) 7.1.05: Tiles (<i>Scaling and area</i>)	7.G.A.1 , 7.RP.A.2b, 7.G.B.6			MP6, MP7 MP1, MP3, MP8			
7.1.06: Introducing Scale (<i>Compare scale factor and scale</i>)	7.G.A.1			MP2			
7.1.07: Will it Fit? (<i>Scale drawings</i>)	7.G.A.1 , 7.G.B.6, 7.RP.A.3			MP2, MP4			
7.1.08: Scale States, part 1 (<i>Create scale drawings</i>) 7.1.09: Scale States, part 2 (<i>Create scale drawings</i>)	7.G.A.1			MP6, MP7			
Practice Day 1 (<i>Review lessons 1-11</i>)	All standards from above						
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	All standards from above						

Math 7-8– Amplify Desmos Math

4 classes/week Pacing Adjustment (13 days) Block Schedule Pacing Adjustment (8 days)

1	Lesson 7.1.01 & 7.1.02
2	Lesson 7.1.04 & 7.1.05
3	Lesson 7.1.06
4	Lesson 7.1.07 & Lesson 7.1.08
5	Lesson 7.1.09 + Practice Day 2
6	End of Unit Assessment

1	Lesson 7.1.01 & 7.1.02
2	Lesson 7.1.04, 7.1.05, & 7.1.06
3	Lesson 7.1.07, 7.1.08, & 7.1.09
4	Test + 1 st lesson from next unit (8.1.02)



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 1L)
- Omit Practice Day(s)

Draw, construct, and describe geometrical figures and describe the relationships between them. (additional cluster)

7.G.A.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.

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (additional cluster)

7.G.B.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.

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)

7.RP.A.2 Recognize and represent proportional relationships between quantities.
 *c. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 *d. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.

Math 7-8– Amplify Desmos Math

<h2 style="margin: 0;">Unit 2:</h2> <h3 style="margin: 0;">Rigid Transformations, Congruence, and Similarity</h3> <p style="margin: 0;">(Units 7.7/8.1/8.2) (26 days)</p>	Suggested Pacing						
	Aug/Sept 2025						
	S	M	T	W	Th	F	S
24	25	26	27	28	29	30	
31	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	1	2	3	4	
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 – Rigid Transformations & Congruence (8.1/7.7)							
8.1.02: Spinning, Flipping, Sliding (<i>Name transformations</i>)	8.G.A.1			MP3, MP6			
8.1.03: Transformation Golf (<i>Sequence of transformations</i>)	8.G.A.1			MP1, MP7			
8.1.04: Moving Day (<i>Describe transformations precisely</i>)	8.G.A.1			MP5, MP6, MP7			
8.1.05: Getting Coordinated, part 1 (<i>Coordinates of translations and reflections</i>) 8.1.06: Getting Coordinated, part 2 (<i>Coordinates of transformations</i>)	8.G.A.1, 8.G.A.3			MP3, MP8			
Sub-Unit Quiz	<i>All standards from above</i>			MP1, MP7			
7.7.02: Friendly Angles (<i>Complementary Supplementary angles</i>)	7.G.B.5, 7.EE.B.4			MP6, MP7			
7.7.03: Angle Diagrams (<i>Vertical angles and equations</i>)	7.G.B.5, 7.EE.B.4			MP2, MP3, MP7			
8.1.07: No Bending, No Stretching (<i>Rigid transformations</i>)	8.G.A.1, 8.G.A.1a, 8.G.A.1b			MP3, MP5, MP7			
8.1.08: Are They the Same? (<i>Define congruence</i>)	8.G.A.2, 8.G.A.1			MP6			
8.1.09: Are They Congruent? (<i>Rigid transformations and congruent figures</i>)	8.G.A.2			MP3, MP6			
8.1.10: Transforming Angles (<i>Angle measures in parallel lines</i>)	8.G.A.5, 8.G.A.1, 8.G.A.1a-c			MP3, MP7			
8.1.11: Tearing It Up (<i>Angle sums in triangles</i>) 8.1.12: Puzzling It Out (<i>Determine unknown angle measures</i>)	8.G.A.5, 8.G.A.2			MP1, MP3, MP8			
7.7.05: Can You Build It? (<i>The triangle inequality theorem</i>)	7.G.A.2, 7.G.A			MP1, MP8			
7.7.06: Is It Enough? (<i>Build polygons given side lengths</i>)	7.G.A.2, 7.G.A			MP3, MP5			
7.7.07: More Than One (<i>Build triangles with technology</i>)	7.G.A.2, 7.G.A			MP3, MP5			
7.7.08: Can You Draw It? (<i>Draw triangles with rulers and protractors</i>)	7.G.A.2, 7.G.A			MP1, MP6, MP7			

Math 7-8– Amplify Desmos Math

Practice Day (<i>Review all lessons from above</i>)	<i>All standards from above</i>	
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	
<i>Continued on next page</i>		
Sub-Unit 2 – Dilations, Similarity, and Slope (8.2)		
8.2.02: Dilation Mini Golf (<i>Dilations with no grid</i>)	8.G.A.3	MP6
8.2.05: Dilations on a Plane (<i>Dilations with coordinates</i>)	8.G.A.3	MP6, MP7
8.2.06: Social Scavenger Hunt (<i>Similar figures, sides, & angles</i>)	8.G.A.4, 8.G.A.2	MP3, MP6
8.2.07: Are Angles Enough? (<i>Similar triangles</i>)	8.G.A.5	MP3, MP8
8.2.08: Shadows (<i>Side length relationships in similar triangles</i>)	8.G.A	MP2, MP4
8.2.09: Water Slide (<i>Similarity and slope</i>)	8.EE.B.6	MP2, MP7
Practice Day (<i>Review all lessons from above</i>)	<i>All standards from above</i>	MP6
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	

4 classes/week Pacing Adjustment (21 days) Block Schedule Pacing Adjustment (13 days)

1	Lesson 8.1.02
2	Lesson 8.1.03 & 8.1.04
3	Lesson 8.1.05, 8.1.06
4	Quiz + Lesson 7.7.02
5	Lesson 7.7.02
6	Lesson 7.7.03
7	End of Unit Assessment
8	Lesson 8.1.07 & 8.1.08
9	Lesson 8.1.09
10	Lesson 8.1.10
11	Lesson 8.1.11 & 8.1.12
12	Lesson 7.7.05
13	Lesson 7.7.06 & 7.7.07
14	Lesson 7.7.08
15	Practice Day
16	End of Unit Assessment
17	Lesson 8.2.05 & 8.2.06
18	Lesson 8.2.07
19	Lesson 8.2.08
20	Lesson 8.2.09 + Practice Day 2
21	End of Unit Assessment

1	Lesson 8.1.03 & 8.1.04
2	Lesson 8.1.05, 8.1.06, 7.7.02
3	Quiz + 7.7.03
4	8.1.07 & 8.1.08
5	8.1.09 & 8.1.10
6	8.1.11, 8.1.12, & 7.7.05
7	7.7.06 & 7.7.07
8	7.7.08 + Practice Day
9	End of Unit Assessment + 8.2.02
10	8.2.05 & 8.2.06
11	8.2.07 & 8.2.08
12	8.2.09 + Practice Day
13	End of Unit Assessment

Math 7-8– Amplify Desmos Math



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 1L)
- Omit Practice Day(s)

Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
Draw, construct, and describe geometrical figures and describe the relationships between them. (additional cluster)	
7.G.A.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.
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (additional cluster)	
7.G.B.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.
Understand the connections between proportional relationships, lines, and linear equations. (major cluster)	
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 $(0, b)$.
Understand congruence and similarity using physical models, transparencies, or geometry software. (additional cluster)	
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations: <ul style="list-style-type: none"> 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.A.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.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
8.G.A.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.A.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 three angles appear to form a line, and give an argument in terms of transversals why this is so.

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Math 7-8– Amplify Desmos Math

Unit 3: Operations with Positive & Negative Numbers (Unit 7.5) (12 days) FINISH SUB-UNIT 1 BY QUARTER 1	Suggested Pacing						
	Oct/Nov 2025						
	S	M	T	W	Th	F	S
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
	2	3	4	5	6	7	8
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 – Adding and Subtracting (Start after fall break - finish Sub Unit 1 by Quarter 1)							
7.5.01: Floats and Anchors (<i>Represent adding & subtracting</i>) + Reflect U2 Test	7.NS.A.1, 7.NS.A.1a			MP2, MP8			
7.5.02: More Floats and Anchors (<i>Add and subtract positive and negative numbers</i>)	7.NS.A.1, 7.NS.A.1c			MP7			
7.5.03: Bumpers (<i>Add on a number line</i>)	7.NS.A.1b, 7.NS.A.1d			MP5, MP8			
7.5.04: Draw Your Own (<i>Number lines and expressions</i>)	7.NS.A.1, 7.NS.A.1c, 7.NS.A.1b, 7.NS.A.1d			MP3, MP7			
Sub-Unit 2 – Multiplying and Dividing							
7.5.06: Floating in Groups (<i>Represent multiplication</i>)	7.NS.A.2			MP2			
7.5.07: Back in Time (<i>Position, rate, time</i>)	7.NS.A.2, 7.NS.A.2a			MP1			
7.5.08: Speeding Turtles (<i>Divide integers</i>)	7.NS.A.2b, 7.NS.A.2c			MP2			
7.5.09: Expressions (<i>Variable expressions</i>)	7.NS.A.1, 7.NS.A.1d, 7.NS.A.2, 7.NS.A.2c			MP3, MP7			
7.5.10: Integer Puzzles (<i>Practice all four operations</i>)	7.NS.A.2a, 7.EE.B.3, 7.NS.A.1d, 7.NS.A.2c			MP1, MP3			
Sub-Unit 3 – Applying Operations							
7.5.11: Temperatures Around the World (<i>Real world situations involving positive and negative numbers, part 1</i>) OR 7.5.12: Visiting the Arctic (<i>Real world situations involving positive and negative numbers, part 2</i>) OR 7.5.13: Solar Panels and More (<i>Real world situations involving positive and negative numbers, part 3</i>)	7.NS.A.3, 7.EE.B.3, 7.NS.A.2a			MP1, MP3, MP4			
Practice Day 1 and 2 (<i>Review lessons 1-13</i>)	All standards from above						
End of Unit Assessment (<i>Assess and respond</i>)	All standards from above						

End of Quarter 1 (Sub-Unit 1)

Math 7-8– Amplify Desmos Math

4 classes/week Pacing Adjustment (10 days)

1	Lesson 7.5.01 & 7.5.02
2	Lesson 7.5.03
3	Lesson 7.5.04
4	Lesson 7.5.06
5	Lesson 7.5.07
6	Lesson 7.5.08
7	Lesson 7.5.09 & 7.5.10
8	Lesson 7.5.11, 12, and/or 13
9	Practice Day 1 & 2
10	Test + Pre-Check Unit 6

Block Schedule Pacing Adjustment (6 days)

1	Reflect Unit 1 + Lesson 1
2	Lesson 7.5.02, 3 & 4
3	Lesson 7.5.06 & 7.5.07
4	Lesson 7.5.08, 9, & 10
5	Lesson 7.5.11, 12, or 13 + Practice Day 1&2
6	Test + Lesson 1 (next unit)



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 363L)
- Omit Practice Day

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (major cluster)

7.NS.A.1	<p>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.</p> <p>*e. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p>*f. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</p> <p>*g. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this in real-world contexts.</p> <p>*h. Apply properties of operations as strategies to add and subtract rational numbers.</p>
7.NS.A.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>*d. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the</p>

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	<p>distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>*e. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>*f. Apply properties of operations as strategies to multiply and divide rational numbers.</p>
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

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Unit 4: Proportional and Linear Relationships (Units 7.2/8.3) (26 days) FINISH BY SEMESTER 1 (Quarter 2)	Suggested Pacing <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="7">Nov/Dec 2025</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> </tbody> </table>							Nov/Dec 2025							S	M	T	W	Th	F	S	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																																				
Sub-Unit 1 – Introduction to Proportional Relationships																																																																						
7.2.01: Paint (<i>Use equivalent ratios</i>)	7.RP.A	MP6, mP7																																																																				
7.2.02: Balloon Float (<i>Introduce proportional relationships w/tables</i>)	7.RP.A, 7.RP.A.2, 7.RP.A.2a	MP7																																																																				
7.2.03: Sugar, Spice, and Everything Rice (<i>Constant of proportionality</i>)	7.RP.A.2a, 7.RP.A.2b, 7.RP.A, 7.RP.A.1	MP2																																																																				
7.2.04: Robot Factory (<i>Proportional relationships and equations</i>)	7.RP.A.2, 7.RP.A.2c	MP8																																																																				
7.2.06: Two and Two (<i>Two equations for each relationship</i>)	7.RP.A.2b, 7.RP.A.2c, 7.RP.A, 7.RP.A.2	MP2																																																																				
7.2.07: All Kinds of Equations (<i>Equations of Proportional Relationships</i>)	7.RP.A.2c, 7.RP.A.2, 7.RP.A.2a	MP1, MP7																																																																				
7.2.08: DinoPops (<i>Introduce graphs of proportional relationships</i>)	7.RP.A.2a, 7.RP.A.2	MP2, MP7																																																																				
7.2.09: Gallon Challenge (<i>Interpret graphs of proportional relationships</i>)	7.RP.A.2b, 7.RP.A.2d, 7.RP.A.2	MP8																																																																				
7.2.10: Three Turtles (<i>Proportional relationships and graphs</i>)	7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2, 7.RP.A.2a	MP1, MP2																																																																				
7.2.11: Four Representations (<i>Connect descriptions, tables, graphs, and equations</i>)	7.RP.A.2																																																																					
7.2.12: Water Efficiency, part 1 (<i>Let’s put it to work</i>)	7.RP.A.2, 7.EE.B.4	MP4																																																																				
Practice Day 1 & 2 (<i>Review lessons 7.2.01-13</i>)	<i>All standards from above</i>	MP1																																																																				
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>																																																																					
Sub-Unit 2– Proportional and Linear Relationships																																																																						
8.3.01: Turtle Time Trials (<i>Understand proportional relationships</i>)	8.EE.B.5	MP1, MP4																																																																				

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8.3.02: Water Tank (<i>Graphs of proportional relationships</i>)	8.EE.B.5, 8.EE.B.6	MP1, MP2, MP3
8.3.04: Flags (<i>Introduction to linear relationships</i>)	8.EE.B, 8.F.B.4	MP1, MP2, MP6
8.3.05: Water Cooler (<i>Slopes don't have to be positive</i>)	8.F.B.4	MP1, MP2, MP8
<i>Continued on next page</i>		
8.3.06: Ups and Downs (<i>Analyze linear relationships</i>) 8.3.07: Stacking Cups (<i>More with linear relationships</i>)	8.EE.B.6, 8.F.B.4	MP2, MP4, MP6
8.3.08: Translations (<i>Translate $y = mx + b$</i>)	8.EE.B.6, 8.G.A.1	MP1, MP7
Practice Day 1 (<i>review lessons 8.3.01-8</i>)	<i>All standards from above</i>	MP2, MP7
8.3.09: Landing Planes (<i>Calculate slope</i>)	8.EE.B.6	MP7, MP8
8.3.10: Coin Capture (<i>Horizontal and vertical lines</i>) 8.3.11: Why Intercepts? (<i>Equations of all kinds of lines</i>)	8.EE.B, 8.F.B.4	MP3, MP6, MP7
8.3.12: Solutions (<i>Solutions to linear equations</i>)	8.F.B.4	MP3, MP6
8.3.13: Pennies and Quarters (<i>Using linear relationships to solve problems</i>)	8.F.B.4	MP4, MP7
Practice Day 2 (<i>Review lessons 8.3.01-13</i>)	<i>All standards from above</i>	MP2, MP7
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	

End of Semester 1 (Quarter 2)

Math 7-8– Amplify Desmos Math

4 classes/week Pacing Adjustment (21 days) Block Schedule Pacing Adjustment (13 days)

1	Lesson 7.2.01 & 7.2.02
2	Lesson 7.2.03
3	Lesson 7.2.04
4	Lesson 7.2.06 & 7.2.07
5	Lesson 7.2.08
6	Lesson 7.2.09
7	Lesson 7.2.10
8	Lesson 7.2.11 & 7.2.12
9	Practice Day 1 & 2
10	End of Unit Assessment (7.2)
11	Lesson 8.3.01 & 8.3.02
12	Lesson 8.3.04
13	Lesson 8.3.05
14	Lesson 8.3.06 & 8.3.07
15	Lesson 8.3.08 + Practice Day
16	Lesson 8.3.09
17	Lesson 8.3.10 & 8.3.11
18	Lesson 8.3.12
19	Lesson 8.3.13
20	Practice Day 2
21	End of Unit Assessment (8.3)

1	Lesson 7.2.02 & 7.2.03 <i>(lesson 1 last unit)</i>
2	Lesson 7.2.04, 7.2.06, & 7.2.07
3	Lesson 7.2.08 & 7.2.09
4	Lesson 7.2.10 & 7.2.11
5	Lesson 7.2.12 + Practice Day 1 & 2
6	End of Unit Test (7.2) + Lesson 8.3.01
7	Lesson 8.3.02 & 8.3.04
8	Lesson 8.3.05, 8.3.06, & 8.3.07
9	Lesson 8.3.08 & 8.3.09
10	Practice Day + Lesson 8.3.10
11	Lesson 8.3.11 & 8.3.12
12	Lesson 8.3.13 + Practice Day 2
13	End of Unit Test



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 87L(7.2) or pg. 187L (8.3))
- Omit Practice Day

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Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.
7.RP.A.2	Recognize and represent proportional relationships between quantities. *e. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. *f. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. *g. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. *h. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
7.EE.B.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.

Understand the connections between proportional relationships, lines, and linear equations. (major cluster)	
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.
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 $(0, b)$.
Use functions to model relationships between quantities. (supporting cluster)	
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.
Understand congruence and similarity using physical models, transparencies, or geometry software. (additional cluster)	
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations

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<h2 style="margin: 0;">Unit 5: Proportional Relationships and Percents (Unit 7.4) (11 days)</h2>	Suggested Pacing <table border="1" style="margin: 5px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="7">January 2026</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td> </tr> <tr> <td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td> </tr> <tr> <td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td> </tr> </tbody> </table>		January 2026							S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																										
Sub-Unit 1 – Percentages as Proportional Relationships																																												
7.4.02: More or Less (<i>Percent increase/decrease with tape diagrams</i>)	7.RP.A.3, 7.RP.A.2	MP2																																										
7.4.03: All the Equations (<i>Percent increase with equations</i>)	7.RP.A.3, 7.EE.A.2, 7.EE.B.4	MP1																																										
7.4.04: 100% (<i>Percent increase/decrease with dbl number lines</i>) 7.5.05: Percent Machines (<i>Calculate unknowns w/percentages</i>)	7.RP.A.3	MP1, MP3																																										
7.4.06: Back in My Day (<i>Real world situations involving percent increase</i>)	7.RP.A.3	MP1, MP3																																										
Practice Day 1 (<i>Review lessons 1-6</i>)	<i>All standards from above</i>	MP2																																										
7.4.07: Tax and Tip (<i>Multistep percent problems</i>) 7.4.08: Plate Rate (<i>More real-world situations involving percent increase</i>)	7.RP.A.3, 7.EE.A.2, 7.EE.B.4, 7.RP.A.2	MP3, MP8 MP1, MP4																																										
7.4.09: Bookcase Builder (<i>Percent error</i>)	7.RP.A.3	MP3, MP8																																										
7.4.11: Sticker Sizes (<i>Revisit proportional relationships</i>)	7.RP.A.1, 7.RP.A.2	MP5																																										
7.4.12: Peach Cobbler (<i>Ratios and rates with fractions</i>)	7.RP.A.1	MP3																																										
Practice Day 1 & 2 (<i>Review lessons 1-13</i>)	<i>All standards from above</i>	MP3																																										
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>																																											

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4 classes/week Pacing Adjustment (9 days)

1	Lesson 7.4.02 & 7.4.03
2	Lesson 7.4.04 & 7.4.05
3	Lesson 7.4.06
4	Practice Day 1
5	Lesson 7.4.07 & 7.4.08
6	Lesson 7.4.09
7	Lesson 7.4.11 & 7.4.12
8	Practice Day 2
9	End of Unit Assess

Block Schedule Pacing Adjustment (7 days)

1	Lesson 7.4.02 & 7.4.03
2	Lesson 7.4.04, 7.4.05, & 7.4.06
3	Practice Day 1 + Lesson 7.4.07 & 7.4.08
4	Lesson 7.4.09 & 7.4.11
5	Lesson 7.4.12 + Practice Day 2
6	End of Unit Assess + next unit 1 st lesson



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 295L)
- Omit Practice Days

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)

7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

7.RP.A.2 Recognize and represent proportional relationships between quantities.

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.

Use properties of operations to generate equivalent expressions. (major cluster)

7.EE.A.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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)

7.EE.B.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.

Math 7-8– Amplify Desmos Math

Unit 6: Expressions, Equations, and Inequalities (Units 7.6/8.4) (25 days)	Suggested Pacing <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: fit-content;"> Jan/Feb/March 2026 <table border="1" style="border-collapse: collapse; text-align: center; font-size: small;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> </tbody> </table> </div>							S	M	T	W	Th	F	S	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	1	2	3	4	5	6	7
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																													
Sub-Unit 1 – Solving Equations																																																															
7.6.02: Smudged Receipts (<i>Connect context w/tape diagrams</i>) 7.6.03: Equations (<i>Represent contexts w/tape diagrams & eqns</i>) 7.6.04: Seeing Structure (<i>Practice w/tape diagrams & equations</i>)	7.EE.B.3, 7.EE.B.4	MP1, MP2, MP3 MP5, MP7																																																													
7.6.05: Balancing Moves (<i>Introduction to balanced hangers</i>)	7.EE.B.3	MP3, MP6																																																													
7.6.06: Balancing Equations (<i>Solve eqns w/balanced hangers</i>)	7.EE.B.4a	MP3																																																													
7.6.07: Keeping it True (<i>Solve Equations</i>)	7.EE.B.4a	MP7																																																													
7.6.08: Factoring & Expanding (<i>options for solving one equation</i>)	7.EE.A.1, 7.EE.A.2, 7.EE.B.4a	MP3, MP7, MP8																																																													
7.6.09: Always-Equal Machine (<i>Equivalent expressions</i>)	7.EE.A.1	MP3, MP6																																																													
7.6.10: Collect the Squares (<i>Add expressions</i>)	7.EE.A.1	MP7																																																													
7.6.11: Pass the Equation (<i>Solve equations multiple ways</i>)	7.EE.B.4a	MP7																																																													
7.6.12: Community Day (<i>Use equations to solve problems</i>)	7.EE.B.3, 7.EE.B.4, 7.EE.B.4a	MP1, MP2																																																													
Sub-Unit 1 Quiz (<i>Assess and respond</i>)	<i>All standards from above</i>	MP2, MP3, MP7																																																													
Sub-Unit 2 – Solving Linear Equations																																																															
8.4.02: Keep it Balanced (<i>Create equivalent equations</i>) 8.4.03: Balanced Moves (<i>Create more equivalent equations</i>)	8.EE.C, 8.EE.C.7	MP2, MP3																																																													
8.4.04: More Balanced Moves (<i>Solving equations</i>)	8.EE.C.7b, 8.EE.C.7	MP3, MP6, MP7																																																													
8.4.05: Equation Roundtable (<i>Analyze unbalanced equations</i>)	8.EE.C.7b, 8.EE.C.7	MP3, MP6																																																													
8.4.06: All, Some, Or None?, part 1 (<i>How many solutions?</i>)	8.EE.C.7a	MP3, MP7																																																													
8.4.07: Strategic Solving, part 1 (<i>Solve many types of equations</i>)	8.EE.C.7b, 8.EE.C.7	MP1, MP7																																																													
8.4.08: When Will They Meet? (<i>Solve linear equations in context</i>)	8.EE.C.7,	MP2																																																													

Math 7-8– Amplify Desmos Math

Practice Day 1 (<i>Review lessons 1-8</i>)	<i>All standards from above</i>	
Sub-Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	MP2, MP3
<i>Continued on the next page</i>		
Sub-Unit 3 – Inequalities		
7.6.13: I Saw the Signs (<i>Inequalities on a number line</i>)	7.EE.B.4	MP1
7.6.14: Unbalanced Hangers (<i>Solutions to inequalities</i>)	7.EE.B.4, 7.EE.B.4b	MP2, MP3, MP6
7.6.15: Budgeting (<i>Solve Inequalities in context</i>)	7.EE.B.4, 7.EE.B.4b	MP3
7.6.16: Shira the Sheep (<i>Solve inequalities with positive and negative numbers</i>)	7.EE.B.4b	MP1, MP3
7.6.17: Write Them and Solve Them (<i>Model w/inequalities</i>)	7.EE.B.4, 7.EE.B.4b	MP3
Practice Day 2 (<i>Review lessons 7.6.01-13</i>)	<i>All standards from above</i>	MP2
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	MP1, MP6

4 classes/week Pacing Adjustment (18 days) Block Schedule Pacing Adjustment (11 days)

1	Lesson 7.6.02-.04
2	Lesson 7.6.05 & 7.6.06
3	Lesson 7.6.07
4	Lesson 7.6.08
5	Lesson 7.6.09 & Lesson 7.6.10
6	Lesson 7.6.11
7	Lesson 7.6.12
8	(7.6) Sub-Unit Quiz or Practice Day
9	Lesson 8.2.02 & 8.2.03
10	Lesson 8.2.04
11	Lesson 8.2.05 & 8.2.06
12	Lesson 8.2.07
13	Lesson 8.2.08
14	(8.2)Practice Day 1
15	(8.2)Sub-Unit 1 Quiz + Lesson 7.6.13
16	Lesson 7.6.14
17	Lesson 7.6.15
18	Lesson 7.6.16
19	Lesson 7.6.17 + (7.6)Practice Day 2
20	(7.6)End of Unit Assessment

1	Lesson 7.6.02-7.6.05
2	Lesson 7.6.06 & 7.6.07
3	Lesson 7.6.08 & 7.6.09
4	Lesson 7.6.10 & 7.6.11
5	Lesson 7.6.12 & Quiz or Practice Day
6	Lesson 8.2.02, 8.2.03, & 8.2.04
7	Lesson 8.2.05 & 8.2.06
8	Lesson 8.2.07 & 8.2.08
9	Lesson 7.6.13 + (8.2)Practice Day 1
10	(8.2)Sub-Unit 1 Quiz + Lesson 7.6.14
11	Lesson 7.6.15 & 7.6.16
12	Lesson 7.6.17 + (7.6)Practice Day 2
13	End of Unit Assess + next unit 1 st lesson

Math 7-8– Amplify Desmos Math



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 463L (7.6) and 289L (8.4))
- Omit Practice Days

Use properties of operations to generate equivalent expressions. (major cluster)

7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
7.EE.A.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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)

7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
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Analyze and solve linear equations and pairs of simultaneous linear equations. (major cluster)

8.EE.C.7	Solve linear equations in one variable. <ol style="list-style-type: none">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).Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms
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Math 7-8– Amplify Desmos Math

Unit 7: Geometry of Shapes (Unit 7.3/7.7/8.5) (20 days) FINISH SUB-UNIT 1 BY QUARTER 3	Suggested Pacing																																																																					
	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="font-size: small;">Feb/March/April 2026</th> </tr> <tr> <th style="font-size: x-small;">S</th> <th style="font-size: x-small;">M</th> <th style="font-size: x-small;">T</th> <th style="font-size: x-small;">W</th> <th style="font-size: x-small;">Th</th> <th style="font-size: x-small;">F</th> <th style="font-size: x-small;">S</th> </tr> </thead> <tbody> <tr> <td style="font-size: x-small;">22</td> <td style="font-size: x-small;">23</td> <td style="font-size: x-small;">24</td> <td style="font-size: x-small;">25</td> <td style="font-size: x-small;">26</td> <td style="font-size: x-small;">27</td> <td style="font-size: x-small;">28</td> </tr> <tr> <td style="font-size: x-small;">1</td> <td style="font-size: x-small;">2</td> <td style="font-size: x-small;">3</td> <td style="font-size: x-small;">4</td> <td style="font-size: x-small;">5</td> <td style="font-size: x-small;">6</td> <td style="font-size: x-small;">7</td> </tr> <tr> <td style="font-size: x-small;">8</td> <td style="font-size: x-small;">9</td> <td style="font-size: x-small;">10</td> <td style="font-size: x-small;">11</td> <td style="font-size: x-small;">12</td> <td style="font-size: x-small;">13</td> <td style="font-size: x-small;">14</td> </tr> <tr> <td style="font-size: x-small;">15</td> <td style="font-size: x-small;">16</td> <td style="font-size: x-small;">17</td> <td style="font-size: x-small;">18</td> <td style="font-size: x-small;">19</td> <td style="font-size: x-small;">20</td> <td style="font-size: x-small;">21</td> </tr> <tr> <th colspan="7" style="font-size: x-small; text-align: center;">Spring Break 3/22 – 4/4</th> </tr> <tr> <td style="font-size: x-small;">5</td> <td style="font-size: x-small;">6</td> <td style="font-size: x-small;">7</td> <td style="font-size: x-small;">8</td> <td style="font-size: x-small;">9</td> <td style="font-size: x-small;">10</td> <td style="font-size: x-small;">11</td> </tr> <tr> <td style="font-size: x-small;">12</td> <td style="font-size: x-small;">13</td> <td style="font-size: x-small;">14</td> <td style="font-size: x-small;">15</td> <td style="font-size: x-small;">16</td> <td style="font-size: x-small;">17</td> <td style="font-size: x-small;">18</td> </tr> </tbody> </table>							Feb/March/April 2026							S	M	T	W	Th	F	S	22	23	24	25	26	27	28	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Spring Break 3/22 – 4/4							5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																																				
Sub-Unit 1 – Circumference of a Circle																																																																						
7.3.01: Toothpicks (<i>Perimeter and proportional relationships</i>) 7.3.02: Is it a Circle? (<i>Parts of a Circle</i>)	7.RP.A.2a, 7.RP.A.2b 7.G.A, 7.G.B.4	MP3, MP6, MP8																																																																				
7.3.03: Measuring Around (<i>Estimate and calculating circumference</i>)	7.G.B.4, 7.RP.A.2a, 7.RP.A.2b	MP5, MP6																																																																				
7.3.04: Perimeter Challenges (<i>Calculate perimeters of complex shapes</i>)	7.G.B.4	MP3, MP6, MP7																																																																				
7.3.06: Radius Squares (<i>Explore circle areas</i>)	7.G.B	MP8																																																																				
7.3.07: Circle Area (<i>Calculate circle area</i>)	7.G.B.4, 7.G.B.6	MP6, MP8																																																																				
7.3.08: Why Pi? (<i>Relate area to circumference</i>)	7.G.B.4, 7.RP.A.2a	MP3, MP6, MP7																																																																				
Practice Day 2 (<i>Review lessons 1-10</i>)	<i>All standards from above</i>	MP1, MP8																																																																				
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	MP1, MP2																																																																				
Sub-Unit 3 – Solid Geometry																																																																						
7.7.09: Slicing Solids (<i>Describe cross sections</i>)	7.G.A.3	MP3, MP6																																																																				
7.7.10: Simple Prisms (<i>Use base area to calculate volume</i>) 7.7.11: Complex Prisms (<i>Calculate volumes of right prisms</i>)	7.G.B.6, 7.G.B	MP1, MP3, MP7																																																																				
7.7.12: Surface Area Strategies (<i>Surface area of right prisms</i>)	7.G.B.6, 7.G.B	MP5																																																																				
(7.7) Practice Day 2																																																																						
8.5.10: Volume Lab (<i>Explore Volume</i>)	8.G.C	MP1, MP7																																																																				
8.5.11: Cylinders (<i>Volume of cylinders</i>)	8.G.C.9	MP6, MP7, MP8																																																																				
8.5.13: Cones (<i>Volumes of cones</i>)	8.G.C.9	MP1, MP3, MP8																																																																				
8.5.14: Unknown Dimensions (<i>Determine cylinder and cone dimensions</i>)	8.G.C.9	MP3, MP7, MP8																																																																				
8.5.15: Spheres (<i>Volumes of Spheres</i>)	8.G.C.9	MP1, MP8																																																																				
7.7.13: Popcorn Possibilities (<i>Apply volume & surface area</i>)	7.G.B.6, 7.G.B	MP4																																																																				
(8.5) Practice Day 2	<i>All standards from above</i>	MP3																																																																				
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>																																																																					

End of Quarter 3 (Finish Sub-Unit 1)

4 classes/week Pacing Adjustment (16 days) Block Schedule Pacing Adjustment (10 days)

1	Lesson 7.3.01 & 7.3.02
2	Lesson 7.3.03 & 7.3.04
3	Lesson 7.3.06
4	Lesson 7.3.07
5	Lesson 7.3.08
6	Practice Day 1 & 2
7	(7.3) End of Unit Assessment
8	Lesson 7.7.09-7.7.11
9	Lesson 7.7.12
10	Practice Day 2 (7.7) + 8.5.10
11	Lesson 8.5.11
12	Lesson 8.5.13 & 8.5.14
13	Lesson 8.5.15
14	Lesson 7.7.13
15	(8.5) Practice Day 2
16	End of Unit Assessment

1	Lesson 7.3.01 & 7.3.02 & 7.3.03
2	Lesson 7.3.04 & 7.3.06
3	Lesson 7.3.07 & 7.3.08
4	Practice Day 2 + End of Unit Assessment
5	Lesson 7.7.09-7.7.11
6	Lesson 7.7.12 + Practice Day 2 (7.7)
7	Lesson 8.5.10 & 8.5.11
8	Lesson 8.5.13 & 8.5.14
9	Lesson 8.5.15
10	(8.5) Practice Day 2 + End of Unit Assess



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 185L(7.3)/ 689L(7.7)/ 486L(8.5))
- Omit Practice Day(s)

(7.G.A) Draw, construct, and describe geometrical figures and describe the relationships between them. (additional cluster)

(7.G.B) Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (additional cluster)

7.G.B.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.

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7.G.B.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.
(7.RP.A) Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
7.RP.A.2	Recognize and represent proportional relationships between quantities. *c. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. *d. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
Solve real world and mathematical problems involving of cylinders, cones and spheres. (additional cluster)	
8.G.C.9	Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real world and mathematical problems. <i>Note: Make connections between shapes learned in 6th/7th grades and the new volumes in 8th.</i>

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<h2 style="margin: 0;">Unit 8:</h2> <h3 style="margin: 0;">Data Sets and Relationships</h3> <p style="margin: 0;">(Units 7.8/8.6)</p> <p style="margin: 0;">(12 days)</p>	<h4 style="margin: 0;">Suggested Pacing</h4> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">April/May 2026</th> </tr> <tr> <th style="text-align: center;">S</th> <th style="text-align: center;">M</th> <th style="text-align: center;">T</th> <th style="text-align: center;">W</th> <th style="text-align: center;">Th</th> <th style="text-align: center;">F</th> <th style="text-align: center;">S</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">19</td> <td style="text-align: center;">20</td> <td style="text-align: center;">21</td> <td style="text-align: center;">22</td> <td style="text-align: center;">23</td> <td style="text-align: center;">24</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">26</td> <td style="text-align: center;">27</td> <td style="text-align: center;">28</td> <td style="text-align: center;">29</td> <td style="text-align: center;">30</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> </tr> </tbody> </table>		April/May 2026							S	M	T	W	Th	F	S	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7	8	9
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																										
Sub-Unit 1 – Probability & Simulations																																												
7.8.02: Prob-abilities (<i>Intro to probability</i>)	7.SP.C.5, 7.SP.C.7a, 7.EE.B.3	MP5																																										
7.8.06: Fair Games (<i>Compound events</i>)	7.SP.C.8, 7.SP.C.8a, 7.SP.C.8b	MP5																																										
7.8.07: Weather or Not (<i>Estimate probabilities using simulations</i>)	7.SP.C.8, 7.SP.C.8c	MP2, MP3, MP4																																										
Sub-Unit 2 – Comparing Distributions																																												
7.8.09: Car, Bike or Train? (<i>Use mean and MAD to compare groups</i>)	7.SP.B, 7.SP.B.4	MP2, MP3																																										
7.8.14: School Newspaper (<i>Compare populations</i>)	7.SP.B.3, 7.SP.B.4	MP1, MP6																																										
7.8.15: Air Quality (<i>Put it all together</i>)	7.SP.A.1, 7.SP.A.2, 7.SP.B.4	MP1, MP2, MP4																																										
Practice Day 2 (<i>Review lessons 1-13</i>)	<i>All standards from above</i>																																											
Sub-Unit 3 – Relationships in Data																																												
8.6.01: Click Battle (<i>Organize data</i>)	8.SP.A.1	MP7																																										
8.6.02: Wingspan (<i>Plot data</i>)	8.SP.A.1	MP1, MP2, MP6, MP7																																										
8.6.03: Robots (<i>What a point on a scatter plot means</i>)																																												
8.6.10: Tasty Fruit (<i>Two-way tables and bar graphs</i>)	8.SP.A.4	MP1																																										
8.6.11: Finding Associations (<i>Use data displays to find associations</i>)	8.SP.A.4	MP1, MP3, MP6, MP7																																										
Practice Day 2 (<i>Review lessons listed above</i>)	<i>All standards from above</i>																																											
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>																																											

Math 7-8– Amplify Desmos Math

4 classes/week Pacing Adjustment (9 days)

1	Lesson 7.8.02 & 7.8.06
2	Lesson 7.8.07
3	Lesson 7.8.09
4	Lesson 7.8.14 & 7.8.15
5	(7.8) Practice Day
6	Lesson 8.6.01 – 8.6.03
7	Lesson 8.6.10
8	Lesson 8.6.11 + Practice Day
9	End of Unit Assessment

Block Schedule Pacing Adjustment (6 days)

1	Lesson 7.8.02, 7.8.06, 7.8.07
2	Lesson 7.8.09, 7.8.14 & 7.8.15
3	(7.8)Practice Day + 8.6.01
4	Lesson 8.6.02 & 8.6.03
5	Lesson 8.6.10 & 8.6.11
6	Practice Day + End of Unit Assess



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 699L(7.8)/ 517L (8.6))
- Omit Practice Days

(7.EE.B) Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)

7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
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(7.SP.A) Use random sampling to draw inferences about a population. (supporting cluster)

7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

(7.SP.B) Draw informal comparative inferences about two populations. (additional cluster)

7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm
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Math 7-8– Amplify Desmos Math

	greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
(7.SP.C) Investigate chance processes and develop, use, and evaluate probability models. (supporting cluster)	
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. <ul style="list-style-type: none"> c. Develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. d. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. <ul style="list-style-type: none"> d. 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. e. Represent sample spaces for compound events 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. f. Design and use a simulation to generate frequencies for compound events.
(8.SP.A) Investigate patterns of association in bivariate data. (supporting cluster)	
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to innate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.SP.A.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. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

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Math 7-8– Amplify Desmos Math

<h2 style="margin: 0;">Unit 9: Exponents And Scientific Notation (Unit 8.7) (12 days)</h2>		Suggested Pacing <table border="1" style="margin: 0 auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="7">May 2026</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr> <td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>1</td><td>2</td> </tr> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td> </tr> </tbody> </table>							May 2026							S	M	T	W	Th	F	S	26	27	28	29	30	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																
Sub-Unit 1 – Exponent Properties																																																		
8.7.01: Circles (<i>Exponent review</i>)	8.EE.A.1	MP7, MP8																																																
8.7.02: Combining Exponents (<i>Equivalent expressions w/exponents</i>)																																																		
8.7.03: Power Pairs (<i>Multiply powers and powers of powers</i>)	8.EE.A.1	MP3, MP7																																																
8.7.04: Rewriting Powers (<i>Rewrite exponential expressions as a single power</i>)	8.EE.A.1	MP7																																																
8.7.05: Negative and Zero Exponents (<i>Use patterns to understand negative and zero exponents</i>)	8.EE.A.1	MP1, MP3, MP7, MP8																																																
8.7.06: Write a Rule (<i>Generalize exponent properties</i>)																																																		
(8.7) Practice Day 1 (<i>Review lessons 1-6</i>)	<i>All standards from above</i>	MP6, MP7																																																
Sub-Unit 2 – Scientific Notation																																																		
8.7.07: Scales and Weights, part 1 (<i>Describe large numbers using powers of 10</i>)	8.EE.A.3	MP3																																																
8.7.08: Scales and Weights, part 2 (<i>Describe small numbers using powers of 10</i>)																																																		
8.7.09: Specific and Scientific (<i>Definition of scientific notation</i>)	8.EE.A.4	MP7																																																
8.7.10: Multiplying and Dividing (<i>Multiply & divide w/sci not</i>)	8.EE.A.3, 8.EE.A.4	MP2, MP3, MP6																																																
8.7.11: Balance the Scale (<i>Multiply, divide & estimate w/sci not</i>)																																																		
8.7.13: City Lights (<i>Add & subtract w/sci not</i>)	8.EE.A.4	MP1, MP6																																																
8.7.14: Star Power (<i>Let's put it to work</i>)	8.EE.A.3, 8.EE.A.4	MP2, MP4, MP6																																																
(8.7) Practice Day 2 (<i>Review lessons 1-14</i>)	<i>All standards from above</i>	MP2, MP6, MP7																																																
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>																																																	

Math 7-8– Amplify Desmos Math

4 classes/week Pacing Adjustment (10 days) Block Schedule Pacing Adjustment (6 days)

1	Lesson 8.7.01 & 8.7.02
2	Lesson 8.7.03 & 8.7.04
3	Lesson 8.7.05 & 8.7.06
4	Practice Day 1
5	Lesson 8.7.07 & 8.7.08
6	Lesson 8.7.09
7	Lesson 8.7.10 & 8.7.11
8	Lesson 8.7.13
9	Lesson 8.7.14 + Practice Day 2
10	End of Unit Assessment

1	Lesson 8.7.01, 8.7.02 & 8.7.03
2	Lesson 8.7.05 & 8.7.06 + Practice Day 1
3	Lesson 8.7.07, 8.7.08 & 8.7.09
4	Lesson 8.7.10, 8.7.11 & 8.7.13
5	Lesson 8.7.14 + Practice Day
6	End of Unit Assess + next unit 1 st lesson



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 603L (8.7))
- Omit Practice Days

Work with radicals and integer exponents. (major cluster)	
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}$
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.
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.

Math 7-8– Amplify Desmos Math

Unit 10: The Pythagorean Theorem and Irrational Numbers (Unit 8.8) (8 days) FINISH BY END OF SEMESTER 2 (Quarter 4)		Suggested Pacing <table border="1" style="margin: auto;"> <thead> <tr> <th colspan="7">May/June 2026</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <td>31</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> </tr> </tbody> </table>		May/June 2026							S	M	T	W	Th	F	S	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																											
Sub-Unit 1 – Roots, Cubes, & Pythagorean Theorem																																													
8.8.02: From Squares to Roots (<i>Side lengths and areas</i>)	8.NS.A	MP6, MP7																																											
8.8.03: Between Squares (<i>Approximate square roots</i>)	8.EE.A.2, 8.NS.A.2	MP1, MP2																																											
8.8.04: Root Down (<i>Reason about square roots</i>)		MP3, MP6, MP7																																											
8.8.05: Filling Cubes (<i>Edge length, volumes, and cube roots</i>)	8.EE.A.2, 8.NS.A.2	MP3, MP6																																											
Practice Day 1 (<i>Review lessons 8.8.01-5</i>)																																													
8.8.06: The Pythagorean Theorem (<i>Squares of side lengths</i>)	8.G.B.6, 8.G.B.7	MP1, MP3, MP7																																											
8.8.07: Pictures to Prove It (<i>A proof of the Pythagorean Theorem</i>)																																													
8.8.09: Make it Right (<i>The Converse of the Pythagorean Theorem</i>)	8.G.B.6, 8.G.B.7	MP3, MP7																																											
8.8.08: Triangle-Tracing Turtle (<i>Find unknown side lengths</i>)	8.G.B.7, 8.EE.A.2	MP1, MP2, MP3, MP6																																											
8.8.10: Taco Truck (<i>Applications of Pythagorean Theorem</i>)																																													
Practice Day 2 (<i>Review lessons 8.8.01-10</i>)	<i>All standards from above</i>	MP6																																											
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>																																												

End of Semester 2 (Quarter 4)

Math 7-8– Amplify Desmos Math

4 classes/week Pacing Adjustment (7 days)

1	Lesson 8.8.02, 8.8.03, 8.8.04
2	Lesson 8.8.05 + Practice Day
3	Lesson 8.8.06 & 8.8.07
4	Lesson 8.8.09
5	Lesson 8.8.08 & 8.8.10
6	Practice Day 2
7	End of Unit Assessment

Block Schedule Pacing Adjustment (4 days)

1	Lesson 8.8.02, 8.8.03, 8.8.04
2	Lesson 8.8.05, 8.8.06, 8.8.07
3	Lesson 8.8.09, 8.8.08, 8.8.10
4	Practice Day 2 + End of Unit Assessment



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 707L (8.8))
- Omit Practice Days

Know that there are numbers that are not rational, and approximate them by rational numbers. (supporting cluster)

8.NS.A.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; rational numbers show that the decimal expansions repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
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.

Work with radicals and integer exponents. (major cluster)

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.
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Understand and apply the Pythagorean Theorem. (major cluster)

8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. Solve $x^2 = p$ for any p .
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

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2025-2026

Math 8 Course Guide

#224 Math 8

#225A/225B MYP Math 8

#222 Basic Math 8

Math 8 Pacing

(Days in Q1-44, Q2-39, Q3-48, Q4-49)

Semester 1		Semester 2	
Unit	Days	Unit	Days
<i>Community & Identity through SMP</i>	5	<i>Unit 4: Linear Equations & Linear Systems– (Sub Unit 2)</i>	8
<i>Unit 1: Rigid Transformations</i>	18	<i>Unit 5: Functions & Volume</i>	20
<i>Unit 2: Dilation, Similarity, & Slope</i>	15	<i>Unit 7: Exps & Sci Notation (Sub-Unit 1)</i>	9
<i>Flex Days (iReady Testing, school events, etc)</i>	6	<i>Flex Days (iReady Testing, school events, etc)</i>	11
<i>Be here by 10/17, the end of Q1</i>		<i>Be here by 3/13, the end of Q3</i>	
<i>Unit 3: Proportional & Linear Relationships</i>	18	<i>Unit 7: Exps & Sci Notation (Sub-Unit 2)</i>	10
<i>Unit 4: Linear Equations & Linear Systems (Sub Unit 1)</i>	11	<i>Unit 8: Pyth Thm & Irrational Numbers</i>	19
<i>Flex Days (iReady Testing, school events, etc)</i>	10	<i>Unit 6: Associations in Data</i>	16
		<i>Flex Days (iReady Testing, school events, etc)</i>	4
<i>Be here by 12/18, the end of Q2</i>		<i>Be here by 6/5, the end of Q4</i>	

Instructional Materials Feedback:

<https://forms.office.com/r/AxxXq6XPMk>



Math 8– Amplify Desmos Math

For Each Unit:

- Lessons that complement each other are grouped.
- Primary lesson standard(s) is bolded. Secondary standards are not.

<h2>Unit 8.1: Rigid Transformations (18 days)</h2>	Suggested Pacing						
	Aug/Sept 2025						
	S	M	T	W	Th	F	S
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 – Rigid Transformations							
Pre-Check Unit 1 (<i>Assess and respond</i>)							
1: Transformations (<i>Describe movement</i>)	8.G.A.1			MP7			
2: Spinning, Flipping, Sliding (<i>Name transformations</i>)	8.G.A.1			MP3, MP6			
3: Transformation Golf (<i>Sequence of transformations</i>)	8.G.A.1			MP1, MP7			
4: Moving Day (<i>Describe transformations precisely</i>)	8.G.A.1			MP5, MP6, MP7			
5: Getting Coordinated, part 1 (<i>Coordinates of translations and reflections</i>)	8.G.A.1, 8.G.A.3			MP3, MP8			
6: Getting Coordinated, part 2 (<i>Coordinates of transformations</i>)	8.G.A.3, 8.G.A.1			MP3, MP8			
Practice Day 1 (<i>Review lessons 1-6</i>)	<i>All standards from above</i>			MP6, MP7			
Sub-Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>			MP1, MP7			
Sub-Unit 1 - Congruence							
7: No Bending, No Stretching (<i>Rigid transformations</i>)	8.G.A.1, 8.G.A.1a, 8.G.A.1b			MP3, MP5, MP7			
8: Are They the Same? (<i>Define congruence</i>)	8.G.A.2, 8.G.A.1			MP6			
9: Are They Congruent? (<i>Rigid transformations and congruent figures</i>)	8.G.A.2			MP3, MP6			
Sub-Unit 2 – Angle Relationships							
10: Transforming Angles (<i>Angle measures in parallel lines</i>)	8.G.A.5, 8.G.A.1, 8.G.A.1a-c			MP3, MP7			
11: Tearing It Up (<i>Angle sums in triangles</i>)	8.G.A.5, 8.G.A.2			MP8			
12: Puzzling It Out (<i>Determine unknown angle measures</i>)	8.G.A.5			MP1, MP3			
13: Tessellate (<i>Use transformations to create art</i>)	8.G.A, 8.G.A.1a			MP7			
Practice Day 2 (<i>Review lessons 1-13</i>)	<i>All standards from above</i>			MP5, MP7			
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>						

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (15 days)

1	Pre-Check + Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Practice Day 1
7	Sub Unit Quiz 1
8	Lesson 7
9	Lesson 8 & 9
10	Lesson 10
11	Lesson 11
12	Lesson 12
13	Lesson 13
14	Practice Day 2
15	Test

Block Schedule Pacing Adjustment (9.5 days)

	(Pre-Check Unit 1 prior)
1	Lesson 1 + Lesson 2
2	Lesson 3 + Lesson 4
3	Lesson 5 + Lesson 6
4	Lesson 7 + Practice
5	Quiz + Lesson 8
6	Lesson 9 + Lesson 10
7	Lesson 11 + Lesson 12
8	Lesson 13 + Practice 2
9	Test + Pre-check Unit 2



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 1L)
- Combine Pre-Unit Check and Lesson 1
- Combine Lesson 5 & 6
- Combine Lesson 11 & 12
- Omit Lesson 13

Understand congruence and similarity using physical models, transparencies, or geometry software. (additional cluster)

8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations: d. Lines are taken to lines, and line segments to line segments of the same length. e. Angles are taken to angles of the same measure. f. Parallel lines are taken to parallel lines.
8.G.A.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.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
8.G.A.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 three angles appear to form a line, and give an argument in terms of transversals why this is so.

Math 8– Amplify Desmos Math

<h2>Unit 8.2: Rigid Transformations</h2> <p>(15 days)</p>	Suggested Pacing							
	Sept/Oct 2025							
	S	M	T	W	Th	F	S	
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30	1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
Lessons (45 – minutes)							Content Standard(s)	Practice Standard(s)
Sub-Unit 1 – Rigid Transformations								
Reflect Unit 1 & Pre-Check Unit 2 (<i>Assess and respond</i>)								
1: Sketchy Dilations (<i>Introduce dilations</i>)							8.G.A.3	MP3
2: Dilation Mini Golf (<i>Dilations with no grid</i>)							8.G.A.3	MP6
3: Transformations with Mini Golf (<i>Sequences of transformations</i>)							8.G.A.3, 8.G.A.1, 8.G.A.4	MP1, MP6
4: Match My Dilation (<i>Dilations on a square grid</i>)							8.G.A.3	MP6, MP7
5: Dilations on a Plane (<i>Dilations with coordinates</i>)							8.G.A.3	MP6, MP7
Practice Day 1 (<i>Review lessons 1-5</i>)							<i>All standards from above</i>	MP6, MP7
Sub-Unit Assessment (<i>Assess and respond</i>)							<i>All standards from above</i>	MP2, MP6, MP7
Sub-Unit 1 - Congruence								
6: Social Scavenger Hunt (<i>Similar figures, sides, & angles</i>)							8.G.A.4, 8.G.A.2	MP3, MP6
7: Are Angles Enough? (<i>Similar triangles</i>)							8.G.A.5	MP3, MP8
8: Shadows (<i>Side length relationships in similar triangles</i>)							8.G.A	MP2, MP4
Sub-Unit 2 – Angle Relationships								
9: Water Slide (<i>Similarity and slope</i>)							8.EE.B.6	MP2, MP7
10: Slope Challenges (<i>Developing fluency with slope</i>)							8.EE.B.6	MP3, MP8
Practice Day 2 (<i>Review lessons 1-10</i>)							<i>All standards from above</i>	MP6
End of Unit Assessment (<i>Assess and respond</i>)							<i>All standards from above</i>	

End of Quarter 1

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (12 days)

Block Schedule Pacing Adjustment (8 days)

1	Pre-Check + Lesson 1
2	Lesson 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Practice Day 1
7	Sub Unit Quiz 1
8	Lesson 7
9	Lesson 8 & 9
10	Lesson 10
11	Practice Day 2
12	Test

1	Lesson 1 + Lesson 2
2	Lesson 3 + Lesson 4
3	Lesson 5 + Practice
4	Quiz + Lesson 6
5	Lesson 7 + Lesson 8
6	Lesson 9 + Lesson 10
7	Practice 2
8	Test + Pre-check Unit 3



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 103L)
- Combine Pre-Unit Check and Lesson 1
- Omit Lesson 3
- Combine Lesson 9 & 10

Understand the connections between proportional relationships, lines, and linear equations. (major cluster)	
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 $(0, b)$.
Understand congruence and similarity using physical models, transparencies, or geometry software. (additional cluster)	
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations: <ol style="list-style-type: none"> 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.A.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.A.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.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
8.G.A.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 three angles appear to form a line, and give an argument in terms of transversals why this is so.

Math 8– Amplify Desmos Math

Unit 8.3: Proportional and Linear Relationships (18 days)	Suggested Pacing						
	Oct/Nov 2025						
	S	M	T	W	Th	F	S
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
Lessons (45 – minutes)	Content Standard(s)		Practice Standard(s)				
Sub-Unit 1 – Proportionality Revisited							
Reflect Unit 2 & Pre-Check Unit 3 (<i>Assess and respond</i>)							
1: Turtle Time Trials (<i>Understand proportional relationships</i>)	8.EE.B.5		MP1, MP4				
2: Water Tank (<i>Graphs of proportional relationships</i>)	8.EE.B.5, 8.EE.B.6		MP1, MP2, MP3				
3: Proportional Posters (<i>Compare proportional relationships</i>)	8.EE.B.5		MP1, MP3, MP5				
Sub-Unit 2 – Linear Relationships							
4: Flags (<i>Introduction to linear relationships</i>)	8.EE.B, 8.F.B.4		MP1, MP2, MP6				
5: Water Cooler (<i>Slopes don't have to be positive</i>)	8.F.B.4		MP1, MP2, MP8				
6: Ups and Downs (<i>Analyze linear relationships</i>)	8.F.B.4, 8.EE.B.6		MP2, MP6				
7: Stacking Cups (<i>More with linear relationships</i>)	8.F.B.4		MP4				
8: Translations (<i>Translate $y = mx + b$</i>)	8.EE.B.6, 8.G.A.1		MP1, MP7				
Practice Day 1 (<i>Review lessons 1-8</i>)	<i>All standards from above</i>		MP2, MP7				
Sub-Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>		MP1, MP6				
Sub-Unit 3 – Linear Equations							
9: Landing Planes (<i>Calculate slope</i>)	8.EE.B.6		MP7, MP8				
10: Coin Capture (<i>Horizontal and vertical lines</i>)	8.EE.B		MP3, MP6, MP7				
11: Why Intercepts? (<i>Equations of all kinds of lines</i>)	8.F.B.4, 8.EE.B		MP1, MP3, MP6				
12: Solutions (<i>Solutions to linear equations</i>)	8.F.B.4		MP3, MP6				
13: Pennies and Quarters (<i>Using linear relationships to solve problems</i>)	8.F.B.4		MP4, MP7				
Practice Day 2 (<i>Review lessons 1-13</i>)	<i>All standards from above</i>		MP2, MP7				
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>						

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (15 days)

1	Pre-Check + Lesson 1
2	Lesson 2 & 3
3	Lesson 4
4	Lesson 5
5	Lesson 6 & 7
6	Lesson 8
7	Practice Day 1
8	Sub Unit Quiz 1
9	Lesson 9
10	Lesson 10
11	Lesson 11
12	Lesson 12
13	Lesson 13
14	Practice Day 2
15	End of Unit Assessment

Block Schedule Pacing Adjustment (8 days)

1	Lesson 1 & 2
2	Lesson 3 & 4
3	Lesson 5 & 6
4	Lesson 7 & 8
5	Lesson 9 + Practice Day 1
6	Sub Unit Quiz 1 + Lesson 10
7	Lesson 11 & 12
8	Lesson 13 & Practice Day 2
9	Test + Pre-check Unit 3



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 187L)
- Combine Pre-Unit Check and Lesson 1
- Omit Lesson 3
- Omit Lesson 7

Understand the connections between proportional relationships, lines, and linear equations. (major cluster)

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.
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 $(0, b)$.

Use functions to model relationships between quantities. (supporting cluster)

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.
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Understand congruence and similarity using physical models, transparencies, or geometry software. (additional cluster)

8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations
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Math 8– Amplify Desmos Math

Unit 8.4A: Linear Equations & Linear Systems (11 days)	Suggested Pacing						
	Nov/Dec 2025						
	S	M	T	W	Th	F	S
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
Lessons (45 – minutes)	Content Standard(s)		Practice Standard(s)				
Sub-Unit 1 – Solving Linear Equations							
Reflect Unit 3 & Pre-Check Unit 4 (<i>Assess and respond</i>)							
1: Number Machines (<i>Explore inputs and outputs</i>)	8.EE.C.7, 8.F.A.1		MP7				
2: Keep it Balanced (<i>Create equivalent equations</i>)	8.EE.C		MP2, MP3				
3: Balanced Moves (<i>Create more equivalent equations</i>)	8.EE.C.7		MP2, MP3				
4: More Balanced Moves (<i>Solving equations</i>)	8.EE.C.7b, 8.EE.C.7		MP3, MP6, MP7				
5: Equation Roundtable (<i>Analyze unbalanced equations</i>)	8.EE.C.7b, 8.EE.C.7		MP3, MP6				
6: All, Some, Or None?, part 1 (<i>How many solutions?</i>)	8.EE.C.7a		MP3, MP7				
7: Strategic Solving, part 1 (<i>Solve many types of equations</i>)	8.EE.C.7b, 8.EE.C.7		MP1, MP7				
8: When Will They Meet? (<i>Solve linear equations in context</i>)	8.EE.C.7,		MP2				
Practice Day 1 (<i>Review lessons 1-8</i>)	<i>All standards from above</i>						
Sub-Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>		MP2, MP3				

End of Semester 1 (Quarter 2)

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (9 days)

1	Pre-Check + Lesson 1
2	Lesson 2 & 3
3	Lesson 4
4	Lesson 5
5	Lesson 6 & 7
6	Lesson 8
7	Practice Day 1
8	Sub Unit Quiz 1
9	Lesson 9

Block Schedule Pacing Adjustment (6 days)

1	Reflect Unit 3 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 & 7
5	Lesson 8 + Practice Day 1
6	Sub Unit Quiz 1



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 289L)
- Combine Pre-Unit Check and Lesson 1

Analyze and solve linear equations and pairs of simultaneous linear equations. (major cluster)

8.EE.C.7	<p>Solve linear equations in one variable.</p> <p>c. 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).</p> <p>d. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms</p>
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Define, evaluate, and compare functions. (major clusters)

8.F.A.1	<p>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. (Function notation is not required in Grade 8.)</p>
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Math 8– Amplify Desmos Math

<h2 style="text-align: center;">Unit 8.4B: Linear Equations & Linear Systems (8 days)</h2>		Suggested Pacing						
		January 2026						
		S	M	T	W	Th	F	S
						1	2	3
		4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
Lessons (45 – minutes)		Content Standard(s)					Practice Standard(s)	
Sub-Unit 2 – Systems of Linear Equations								
9: On or Off the Line? (<i>Interpreting points on/off a line</i>)		8.EE.C.8					MP2, MP3, MP6	
10: On Both Lines (<i>Represent systems of equations</i>)		8.EE.C.8b, 8.EE.C.8c, 8.EE.C.8					MP1, MP4, MP6	
11: Make them Balance (<i>Graph systems of equations</i>)		8.EE.C.8a, 8.EE.C.8, 8.EE.C.8b					MP7	
12: Line Zapper (<i>Solve systems of equations</i>)		8.EE.C.8b, 8.EE.C.8					MP6, MP7	
13: All, Some, or None?, part 2 (<i>Systems with no, one, or many solutions</i>)		8.EE.C.8b, 8.EE.C.8					MP7	
14: Strategic Solving, part 2 (<i>Solving more systems of eqns</i>)		8.EE.C.8b, 8.EE.C.8					MP3, MP7	
Practice Day 1 (<i>Review lessons 1-14</i>)		<i>All standards from above</i>					MP3, MP7	
Sub-Unit Assessment (<i>Assess and respond</i>)		<i>All standards from above</i>						

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (6 days)

1	Reflect Quiz + Lesson 9
2	Lesson 10 & 11
3	Lesson 12
4	Lesson 13 & 14
5	Practice Day 2
6	End of Unit Assessment

Block Schedule Pacing Adjustment (4 days)

1	Lesson 9 & 10
2	Lesson 11 & 12
3	Lesson 13 & 14
4	Practice + Test



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 289L)
- Omit Lesson 10

Analyze and solve linear equations and pairs of simultaneous linear equations. (major cluster)

8.EE.C.8	Analyze and solve pairs of simultaneous linear equations. <ol style="list-style-type: none">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.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.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.
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Math 8– Amplify Desmos Math

<h2 style="margin: 0;">Unit 8.5: Functions and Volumes</h2> <p style="margin: 0;">(20 days)</p>	Suggested Pacing						
	Jan/Feb 2026						
	S	M	T	W	Th	F	S
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 – Introduction to Functions							
Reflect Unit 2 & Pre-Check Unit 3 (<i>Assess and respond</i>)							
1: Turtle Crossing (<i>Make sense of graphs</i>)	8.F.B.5, 8.F.A.1			MP2			
2: Guess My Rule (<i>Introduction to functions</i>)	8.F.A.1			MP3, MP6			
3: Function or Not? (<i>Graphs of functions and non-functions</i>)	8.F.A.1			MP3, MP8			
4: Window Frames (<i>Functions and equations</i>)	8.F.A, 8.F.A.1			MP3, MP4			
Sub-Unit 2 – Representing and Interpreting Functions							
5: The Tortoise and the Hare (<i>Interpret graphs of functions</i>)	8.F.B.5			MP2, MP3, MP6			
6: Graphing Stories (<i>Create graphs of functions</i>)	8.F.B.5			MP1, MP2, MP4			
7: Comparing Linear Functions (<i>Compare representations of functions</i>)	8.F.A.2, 8.F.A.3, 8.F.B.4			MP2, MP6			
8: Charge! (<i>Model with linear functions</i>)	8.F.B.4, 8.F.B.5			MP3, MP4, MP5			
9: Piecing it Together (<i>Model with functions</i>)	8.F.B.5			MP1, MP2, MP4			
Practice Day 1 (<i>Review lessons 1-9</i>)	All standards from above						
Sub-Unit Assessment (<i>Assess and respond</i>)	All standards from above			MP2			
Sub-Unit 3 – Volume							
10: Volume Lab (<i>Explore Volume</i>)	8.G.C			MP1, MP7			
11: Cylinders (<i>Volume of cylinders</i>)	8.G.C.9			MP6, MP7, MP8			
12: Scaling Cylinders (<i>Scale cylinders using functions</i>)	8.F.A.3, 8.F.B, 8.G.C.9			MP3, MP7, MP8			
13: Cones (<i>Volumes of cones</i>)	8.G.C.9			MP1, MP3, MP8			
14: Unknown Dimensions (<i>Determine cylinder and cone dimensions</i>)	8.G.C.9			MP3, MP7, MP8			
15: Spheres (<i>Volumes of Spheres</i>)	8.G.C.9			MP1, MP8			
Practice Day 2 (<i>Review lessons 1-15</i>)	All standards from above			MP3			
End of Unit Assessment (<i>Assess and respond</i>)	All standards from above						

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (16 days)

Block Schedule Pacing Adjustment (11 days)

1	Reflect U4 Test + Pre-Check U5
2	Lesson 1 & 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Lesson 7
7	Lesson 8 & 9
8	Practice Day 1
9	Sub-Unit Quiz 1
10	Lesson 10 & 11
11	Lesson 12
12	Lesson 13
13	Lesson 14
14	Lesson 15
15	Practice Day 2
16	End of Unit Assessment

1	Reflect U4 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 & 7
5	Lesson 8 & 9
6	Practice Day 1
7	Sub-Unit Quiz + Lesson 10
8	Lesson 11 & 12
9	Lesson 13 & 14
10	Lesson 15 & Practice Day 2
11	Test + Pre-check Unit 7



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 486L)
- Combine Pre-Unit Check and Lesson 1
- Omit Lesson 8 & 9
- Combine Lesson 10 & 11

Define, evaluate, and compare functions. (major clusters)	
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. (Function notation is not required in Grade 8.)
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.
*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.

Math 8– Amplify Desmos Math

Use functions to model relationships between quantities. (supporting cluster)	
*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.
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.
Solve real world and mathematical problems involving of cylinders, cones and spheres. (additional cluster)	
8.G.C.9	Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real world and mathematical problems. <i>Note: Make connections between shapes learned in 6th/7th grades and the new volumes in 8th.</i>

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Math 8– Amplify Desmos Math

<h2>Unit 8.7: Exponents And Scientific Notation</h2> <p>(17 days)</p>	Suggested Pacing						
	Feb/March 2026						
	S	M	T	W	Th	F	S
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	Spring Break					28	
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 – Exponent Properties							
Reflect Unit 5 & Pre-Check Unit 7 (<i>Assess and respond</i>)							
1: Circles (<i>Exponent review</i>)	8.EE.A.1			MP8			
2: Combining Exponents (<i>Equivalent expressions w/exponents</i>)	8.EE.A.1			MP7			
3: Power Pairs (<i>Multiply powers and powers of powers</i>)	8.EE.A.1			MP3, MP7			
4: Rewriting Powers (<i>Rewrite exponential expressions as a single power</i>)	8.EE.A.1			MP7			
5: Negative and Zero Exponents (<i>Use patterns to understand negative and zero exponents</i>)	8.EE.A.1			MP1, MP7			
6: Write a Rule (<i>Generalize exponent properties</i>)	8.EE.A.1			MP3, MP7, MP8			
Practice Day 1 (<i>Review lessons 1-6</i>)	All standards from above			MP6, MP7			
Sub-Unit Assessment (<i>Assess and respond</i>)	All standards from above			MP3, MP7			
Sub-Unit 2 – Scientific Notation							
7: Scales and Weights, part 1 (<i>Describe large numbers using powers of 10</i>)	8.EE.A.3			MP3			
8: Scales and Weights, part 2 (<i>Describe small numbers using powers of 10</i>)	8.EE.A.3			MP3			
9: Specific and Scientific (<i>Definition of scientific notation</i>)	8.EE.A.4			MP7			
10: Multiplying and Dividing (<i>Multiply & divide w/sci not</i>)	8.EE.A.4			MP6			
11: Balance the Scale (<i>Multiply, divide & estimate w/sci not</i>)	8.EE.A.3, 8.EE.A.4			MP2, MP3, MP6			
12: Use your Powers (<i>Applications of arithmetic w/sci not</i>)	8.EE.A.3, 8.EE.A.4			MP1, MP2, MP4			
13: City Lights (<i>Add & subtract w/sci not</i>)	8.EE.A.4			MP1, MP6			
14: Star Power (<i>Let's put it to work</i>)	8.EE.A.3, 8.EE.A.4			MP2, MP4, MP6			
Practice Day 2 (<i>Review lessons 1-14</i>)	All standards from above			MP2, MP6, MP7			
End of Unit Assessment (<i>Assess and respond</i>)	All standards from above						

Sub-Unit 1 by the End of Quarter 3

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (13 days)

Block Schedule Pacing Adjustment (8 days)

1	Reflect U5 Test + Pre-Check U7
2	Lesson 1 & 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Practice Day 1
7	Sub-Unit Quiz 1
8	Lesson 7 & 8
9	Lesson 9 & 10
10	Lesson 11 & 12
11	Lesson 13
12	Lesson 14 + Practice Day 2
13	End of Unit Assessment

1	Reflect U5 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 & 7
5	Lesson 8 & 9
6	Practice Day 1
7	Lesson 14 & Practice Day 2
8	Test + Pre-check Unit 8



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 603L)
- Combine Lesson 7 & 8
- Omit Lesson 12

Work with radicals and integer exponents. (major cluster)	
8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}$
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.
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.

Math 8– Amplify Desmos Math

<h2 style="margin: 0;">Unit 8.8:</h2> <h3 style="margin: 0;">The Pythagorean Theorem and Irrational Numbers</h3> <p style="margin: 0;">(18 days)</p>	Suggested Pacing																																																																				
	<table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">March/April 2026</th> </tr> <tr> <th style="text-align: center;">S</th> <th style="text-align: center;">M</th> <th style="text-align: center;">T</th> <th style="text-align: center;">W</th> <th style="text-align: center;">Th</th> <th style="text-align: center;">F</th> <th style="text-align: center;">S</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> </tr> <tr> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> <td style="text-align: center;">19</td> <td style="text-align: center;">20</td> <td style="text-align: center;">21</td> </tr> <tr> <th colspan="7" style="text-align: center;">Spring Break (3/22 – 4/4)</th> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> </tr> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">17</td> <td style="text-align: center;">18</td> </tr> <tr> <td style="text-align: center;">19</td> <td style="text-align: center;">20</td> <td style="text-align: center;">21</td> <td style="text-align: center;">22</td> <td style="text-align: center;">23</td> <td style="text-align: center;">24</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">26</td> <td style="text-align: center;">27</td> <td style="text-align: center;">28</td> <td style="text-align: center;">29</td> <td style="text-align: center;">30</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>							March/April 2026							S	M	T	W	Th	F	S	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Spring Break (3/22 – 4/4)							5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1
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Lessons (45 – minutes)	Content Standard(s)	Practice Standard(s)																																																																			
Sub-Unit 1 – Square Roots and Cube Roots																																																																					
Reflect Unit 7 & Pre-Check Unit 8 (<i>Assess and respond</i>)																																																																					
1: Tilted Squares (<i>The areas of tilted squares</i>)	8.NS.A.2 , 8.EE.A.2, 8.G.B, 8.G.B.6	MP7																																																																			
2: From Squares to Roots (<i>Side lengths and areas</i>)	8.NS.A	MP6, MP7																																																																			
3: Between Squares (<i>Approximate square roots</i>)	8.NS.A.2 , 8.EE.A.2	MP1, MP7																																																																			
4: Root Down (<i>Reason about square roots</i>)	8.EE.A.2 , 8.NS.A.2	MP2, MP3, MP6																																																																			
5: Filling Cubes (<i>Edge length, volumes, and cube roots</i>)	8.EE.A.2 , 8.NS.A.2	MP3, MP6																																																																			
Practice Day 1 (<i>Review lessons 1-5</i>)	<i>All standards from above</i>	MP6																																																																			
Sub-Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>	MP3, MP6, MP7																																																																			
Sub-Unit 2 – The Pythagorean Theorem																																																																					
6: The Pythagorean Theorem (<i>Squares of side lengths</i>)	8.G.B	MP1, MP3, MP7																																																																			
7: Pictures to Prove It (<i>A proof of the Pythagorean Theorem</i>)	8.G.B.6 , 8.G.B, 8.G.B.7	MP1, MP3																																																																			
8: Triangle-Tracing Turtle (<i>Find unknown side lengths</i>)	8.G.B.7	MP3, MP6																																																																			
9: Make it Right (<i>The Converse of the Pythagorean Theorem</i>)	8.G.B.6 , 8.G.B.7	MP3, MP7																																																																			
10: Taco Truck (<i>Applications of Pythagorean Theorem</i>)	8.G.B.7 , 8.EE.A.2	MP1, MP2																																																																			
11: Pond Hopper (<i>Find distance on the coordinate plane</i>)	8.G.B.8	MP3, MP7																																																																			
Sub-Unit 3 – Rational and Irrational Numbers																																																																					
12: Fractions to Decimals (<i>Decimal representation of rational numbers</i>)	8.NS.A.1	MP1, MP6, MP7																																																																			
13: Decimal to Fractions (<i>Infinite decimal expansions</i>)	8.NS.A.1	MP2, MP7																																																																			
14: Hit the Target (<i>Rational and Irrational numbers</i>)	8.EE.A.2 , 8.NS.A , 8.NS.A.1 , 8.NS.A.2	MP2, MP3, MP6																																																																			
Practice Day 2 (<i>Review 1-14</i>)	<i>All standards from above</i>	MP6																																																																			
End of Unit Assessment (<i>Assess and respond</i>)	<i>All standards from above</i>																																																																				

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (15 days)

Block Schedule Pacing Adjustment (10 days)

1	Reflect U7 Test + Pre-Check U8
2	Lesson 1 & 2
3	Lesson 3
4	Lesson 4
5	Lesson 5
6	Practice Day 1
7	Sub-Unit Quiz 1
8	Lesson 6 & 7
9	Lesson 8
10	Lesson 9
11	Lesson 10
12	Lesson 11
13	Lesson 12 & 13
14	Lesson 14 & Practice Day 2
15	End of Unit Assessment

1	Reflect U5 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 + Practice Day 1
5	Sub-Unit Quiz + Lesson 7
6	Lesson 8 & 9
7	Lesson 10 & 11
8	Lesson 12 & 13
9	Lesson 14 & Practice Day 2
10	Test + Pre-check Unit 8



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 707L)
- Combine Lesson 12 & 13

Know that there are numbers that are not rational, and approximate them by rational numbers. (supporting cluster)

8.NS.A.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; rational numbers show that the decimal expansions repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
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.

Work with radicals and integer exponents. (major cluster)

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.
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Understand and apply the Pythagorean Theorem. (major cluster)

8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.
8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. Solve $x^2 = p$ for any p .
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Math 8– Amplify Desmos Math

Unit 8.6: Exponents And Scientific Notation (15 days)	Suggested Pacing						
	April/May 2026						
	S	M	T	W	Th	F	S
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
Lessons (45 – minutes)	Content Standard(s)			Practice Standard(s)			
Sub-Unit 1 – Organizing Numerical Data							
Reflect Unit 8 & Pre-Check Unit 6 (<i>Assess and respond</i>)							
1: Click Battle (<i>Organize data</i>)	8.SP.A.1			MP7			
2: Wingspan (<i>Plot data</i>)	8.SP.A.1			MP6, MP7			
3: Robots (<i>What a point on a scatter plot means</i>)	8.SP.A.1			MP1, MP2, MP6			
Sub-Unit 2 – Analyzing Numerical Data							
4: Dapper Cats (<i>Linear models and outliers</i>)	8.SP.A.1, 8.SP.A.2, 8.SP.A.3			MP2, MP7			
5: Interpreting Scatter Plots (<i>Show patterns in data</i>)	8.SP.A.1			MP1, MP4			
6: Find the Fit (<i>Fit a line to data</i>)	8.SP.A.1, 8.SP.A.2			MP3, MP6			
7: Interpreting Slopes (<i>The slope of a linear model</i>)	8.SP.A.1, 8.SP.A.2, 8.SP.A.3			MP6, MP7			
8: Scatter Plot City (<i>Observing more patterns in scatter plots</i>)	8.SP.A.1			MP6			
9: Animal Brains (<i>Analyzing bivariate data</i>)	8.SP.A.1, 8.SP.A.2, 8.SP.A.3			MP2, MP6			
Practice Day 1 (<i>Review lessons 1-9</i>)	All standards from above			MP1, MP2			
Sub-Unit Assessment (<i>Assess and respond</i>)	All standards from above			MP1, MP2			
Sub-Unit 3 – Categorical Data							
10: Tasty Fruit (<i>Two-way tables and bar graphs</i>)	8.SP.A.4			MP1			
11: Finding Associations (<i>Use data displays to find associations</i>)	8.SP.A.4			MP3			
Practice Day 2 (<i>Review lessons 1-14</i>)	All standards from above			MP1, MP6, MP7			
End of Unit Assessment (<i>Assess and respond</i>)	All standards from above						

End of Semester 2 (Quarter 4)

Math 8– Amplify Desmos Math

4 classes/week Pacing Adjustment (13 days)

1	Reflect U8Test + Pre-Check U6
2	Lesson 1 & 2
3	Lesson 3
4	Lesson 4
5	Lesson 5 & 6
6	Lesson 7
7	Lesson 8
8	Lesson 9
9	Practice Day 1
10	Sub-Unit Quiz 1
11	Lesson 10
12	Lesson 11 & Practice Day 2
13	End of Unit Assessment

Block Schedule Pacing Adjustment (8 days)

1	Reflect U5 Test + Lesson 1
2	Lesson 2 & 3
3	Lesson 4 & 5
4	Lesson 6 & 7
5	Lesson 8 & 9
6	Practice Day 1 + Quiz
7	Lesson 10 & 11
8	End of Unit Assessment



Short on Time:

- Incorporate pre-check questions into specific lessons (see teacher edition pg. 517L)
- Combine Lesson 1 & 2
- Omit lesson 9

Investigate patterns of association in bivariate data. (supporting cluster)	
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to innate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
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.
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.
8.SP.A.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. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

2025-2026

Algebra 1 Course Guide

#228 Middle School Algebra 1

Algebra 1 Pacing

(Days in Q1-44, Q2-39, Q3-48, Q4-49)

Topic	Days	Topic	Days
1 – Solving Equations & Inequalities	18	6 – Exponents & Exponential Functions	18
2 – Linear Equations	13	7 – Polynomials & Factoring	21
Be here by Fall Break		Be here by Spring Break	
3 – Linear Functions	13	8 – Quadratic Functions	18
4 – Systems of Equations & Inequalities	17	9 – Solving Quadratic Equations	21
5 – Piecewise Functions	14		
Be here by end of Semester One		Be here by end of Semester Two	

Algebra 1

Solving Equations and Inequalities – Topic 1		
Lesson	Resource	Days
Supplement with simplify expressions and equations with more fractions. Solving Linear Equations (HSA.CED.A.1, HSA.REI.A.1, HSA.REI.B.3)	1.2	3
Solving Equation w/Variables (HSN.Q.A.2, HSA.CED.A.1, HSA.REI.A.1, HSA.REI.B.3)	1.3	3
Literal Equations and Formulas (HSN.Q.A.1, HSA.CED.A.1, HSA.CED.A.4) Prioritize transforming equations to slope-intercept form.	1.4	3
Solving Inequalities in One Variable (HSA.CED.A.1, HSA.CED.A.3, HSA.REI.B.3)	1.5	2
Collecting Cans - 3 Acts (HSA.CED.A.1, HSA.REI.A.1, HSA.REI.B.3)	TE p36	1-opt
Compound Inequalities (HSA.CED.A.1, HSA.CED.A.3, HSA.REI.B.3)	1.6	3
Review and Test		2
Essential Standards Reteaching and Intervention		1
		Total = 18

Reason quantitatively and use units to solve problems.	
HSN.Q.A.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.
HSN.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
Create equations that describe numbers or relationships.	
*HSA.CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
*HSA.CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
*HSA.CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s Law $V = IR$ to highlight resistance R .
Understand solving equations as a process of reasoning and explain the reasoning.	
HSA.REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
Solve equations and inequalities in one variable.	
*HSA.REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Algebra 1

Linear Equations – Topic 2		
Lesson	Resource	Days
Design a Pitched Roof - STEM Project (HSF.IF.B.4, HSS.ID.C.7)	TE p 56	1 -opt
Slope-Intercept Form (HSA.CED.A.2, HSS.ID.C.7)	2.1	2
Point Slope Form (Supplement (h, k) form) (HSA.CED.A.2, HSF.LE.A.2, HSS.ID.C.7)	2.2	2
Standard Form and convert to other forms: slope intercept, (h,k) form and point slope (HSA.CED.A.2, HSA.CED.A.3, HSS.ID.C.7)	2.3	3
How Tall is Tall? - 3 Acts (HSA.CED.A.1, HSA.CED.A.3, HSA.CED.A.4)	TE p75	1 -opt
Parallel and Perpendicular Lines --Introduce and identify Parallel and Perpendicular lines understanding slopes and graphs (HSA.CED.A.2, HSA.CED.A.4, HSF.IF.C.7a, HSG.GPE.B.5)	2.4	1
Review and Test		2
Essential Standards Reteaching and Intervention		1
Be here by Fall Break		Total = 13

Create equations that describe numbers or relationships.	
*HSA.CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
*HSA.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
*HSA.CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
*HSA.CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s Law $V = IR$ to highlight resistance R.
Interpret functions that arise in applications in terms of the context.	
*HSF.IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
Analyze functions using different representations.	
*HSF.IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *a. Graph linear and quadratic functions show intercepts, maxima and minima.
Interpret expression for functions in terms of the situation they model.	
*HSF.LE.A.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).
Interpret linear models.	

Algebra 1

*HSS.ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
Use coordinates to prove simple geometric theorems algebraically.	
HSG.GPE.B.5	Use the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the slope of a line parallel or perpendicular to a given line that passes through a given point).

Algebra 1

Linear Functions – Topic 3

Lesson	Resource	Days
Planning a Recycling Drive - STEM Project (HSF.BF.A.1a, HSF.IF.A.3)	TE p88	1 –opt
Relations and Functions (HSF.IF.A.1)	3.1	2
Linear Functions (HSF.IF.A.1, HSF.IF.A.2, HSF.IF.B.5, HSF.LE.A.2) Write Linear Functions from tables, ordered pairs, and with slope and intercept	3.2	2
Scatter plots and Lines of Fit (HSS.ID.B.6a, HSS.ID.B.6c, HSS.ID.C.7)	3.5	1
The Express Lane - 3 Acts (HSS.ID.B.6, HSS.ID.C.7)	TE p109	1 –opt
Arithmetic Sequence (emphasis on function notation, emphasis on explicit and how it relates to (h,k) form, expose to subscript notation and recursive) (HSF.BF.A.1a, HSF.BF.A.2, HSF.IF.A.3, HSF.LE.A.2)	3.4	3
Review and Quiz		2
Essential Standards Reteaching and Intervention		1
		Total = 13

Build a function that models a relationship between two quantities.	
*HSF.BF.A.1	Write a function that describes a relationship between two quantities. *a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
HSF.BF.A.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
Understand the concept of a function and use function notation.	
*HSF.IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, the $f(x)$ denotes the output of f corresponding to input x . The graph of f is $y = f(x)$.
*HSF.IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
HSF.IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
Interpret functions that arise in applications in terms of the context.	
*HSF.IF.B.5	Relate the domain of a function to its graph and to the quantitative relationship it describes.
Interpret expression for functions in terms of the situation they model.	
*HSF.LE.A.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).
Summarize, represent and interpret data on two categorical and quantitative variables.	
HSS.ID.B.6	Represent data on two quantitative variables on a scatter plot & describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in context of data. c. Fit a linear function for a scatter plot that suggests a linear association.
Interpret linear models.	
*HSS.ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in context.

Algebra 1

Systems of Linear Equations and Inequalities – Topic 4		
Lesson	Resource	Days
Growing Grain - STEM Project (HSA.CED.A.3, HSA.REI.C.6, HSA.REI.D.12)	TE p142	1 -opt
Solving Systems of Equations by Graphing (HSA.REI.C.6, HSA.REI.D.11, HSF.IF.C.9)	4.1	2
Solving Systems of Equations by Substitution (HSA.CED.A.3, HSA.REI.C.6, HSA.REI.D.11)	4.2	3
Solving Systems of Equations by Elimination (HSA.CED.A.3, HSA.REI.C.5)	4.3	3
Linear Inequalities in Two Variables (HSA.CED.A.3, HSA.REI.D.12)	4.4	2
Get Up There! – 3 Acts (HSA.CED.A.2, HSA.CED.A.3)	TE p170	1 -opt
Systems of Linear Inequalities (HSA.CED.A.3, HSA.REI.D.12)	4.5	2
Review and Test		2
Essential Standards Reteaching and Intervention		1
		Total = 17

Create equations that describe numbers or relationships.	
*HSA.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
*HSA.CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
Solve systems of equations.	
HSA.REI.C.5	Prove that given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
*HSA.REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
Represent and solve equations and inequalities graphically.	
HSA.REI.D.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include absolute value equations/functions.
Represent and solve equations and inequalities graphically.	
*HSA.REI.D.12	Graph the solutions to linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersections of the corresponding half-planes.
Analyze functions using different representations.	
*HSF.IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description).

Algebra 1

Piecewise Functions – Topic 5		
Lesson	Resource	Days
Absolute Values Equations (HSA.CED.A.1, HSA.REI.D.11, HSF.IF.A.1)	1.7	2
The Absolute Value Function (HSF.IF.B.4, HSF.IF.C.7b) --all notations of end behavior	5.1	3
Piecewise-Defined Functions (linear pieces over a restricted domain, absolute value as a piecewise function) (HSF.IF.A.2, HSF.IF.B.4, HSF.IF.C.7b)	5.2	3 - opt
Transformations of (Piecewise-Defined) Absolute Value Functions (HSF.BF.B.3, HSF.IF.C.7b, HSF.IF.C.9)	5.4	3
Review and Test		2
Essential Standards Reteaching and Intervention		1
Be here by end of Semester One		Total = 14

Create equations that describe numbers or relationships.	
*HSA.CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
Represent and solve equations and inequalities graphically.	
HSA.REI.D.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include absolute value equations/functions.
Build new functions from existing functions.	
*HSF.BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
Understand the concept of a function and use function notation.	
*HSF.IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function of and x is an element of its domain, the $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the equation $y = f(x)$.
*HSF.IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
Interpret functions that arise in applications in terms of the context.	
*HSF.IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
Analyze functions using different representations.	
*HSF.IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *b. Graph square root, cube root and piecewise-defined functions, including step functions and absolute value functions.
*HSF.IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description).

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Exponents and Exponential Functions – Topic 6		
Lesson	Resource	Days
Supplement: Review exponent properties from grade 8.	Supplement	2
Rational Exponents and Properties of Exponents (HSN.RN.A.1, HSN.RN.A.2) Supplement: developmentally appropriate equations with exponents	6.1	3
Exponential Functions (HSF.BF.A.1a, HSF.IF.B.4, HSF.IF.B.5, HSF.LE.A.1)	6.2	3
Exponential Growth and Decay (HSA.CED.A.2, HSA.SSE.A.1b, HSA.SSE.B.3c, HSF.IF.C.8b, HSF.LE.A.1a-c, HSF.LE.A.2, HSF.LE.B.5) Omit Compound Interest	6.3	3
Geometric Sequences {recognize geometric sequence compared to other sequences, verify equation works for given sequence} (HSF.BF.A.2, HSF.IF.A.3, HSF.LE.A.2)	6.4	2
Transformations of Exponential Functions (use book section as a guide) (HSF.BF.B.3, HSF.IF.B.4, HSF.IF.C.9)	6.5 - opt	1 - opt
Big Time Pay Back - 3 Acts (HSF.BF.A.1a, HSF.LE.A.1, HSF.LE.A.2)	TE p252	1-opt
Review and Test		2
Essential Standards Reteaching and Intervention		1
		Total = 18

Extend the properties of exponents to rational exponents.	
HSN.RN.A.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents follows from extending the properties of integer properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so. $(5^{1/3})^3$ equals 5.
HSN.RN.A.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
Create equations that describe numbers or relationships.	
*HSA.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Interpret the structure of expressions.	
*HSA.SSE.A.1	Interpret expressions that represent a quantity in terms of its context . *b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For ex, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P.
Write expression in equivalent forms to solve problems.	
*HSA.SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *c. Use properties of exponents to transform expressions for exponential functions.
Build a function that models a relationship between two quantities.	
*HSF.BF.A.1	Write a function that describes a relationship between two quantities.

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	*a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
HSF.BF.A.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
Build new functions from existing functions.	
*HSF.BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
Understanding the concept of a function and use function notation.	
HSF.IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.
Interpret functions that arise in applications in terms of the context.	
*HSF.IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
*HSF.IF.B.5	Relate the domain of a function to its graph and where applicable, to the quantitative relationship it describes.
Analyze functions using different representations.	
*HSF.IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. *b. Use the process of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = 1.02^t$, $y = 0.97^t$, $y = 1.01^{12t}$, $y = 1.2^{t/10}$ and classify them as representing exponential growth and decay.
*HSF.IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description).
Construct and compare linear, quadratic, and exponential models and solve problems.	
*HSF.LE.A.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. *a. Prove that linear functions can be modeled by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. *b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. *c. Recognize situations in which one quantity grows or decays by a constant percent or rate per unit interval relative to another.
*HSF.LE.A.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).
Interpret expression for functions in terms of the situation they model.	
HSF.LE.B.5	Interpret the parameters in a linear or exponential function in terms of a context.

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Polynomials and Factoring – Topic 7		
Lesson	Resource	Days
Make Business Decisions - STEM Project (HSA.APR.A.1)	TE p 258	1-opt
Adding and Subtracting Polynomials (HSA.APR.A.1)	7.1	2
Multiplying Polynomials (HSA.APR.A.1)	7.2	2
Multiplying Special Cases (HSA.APR.A.1)	7.3	1
Factoring Polynomials (Quadratics) (HSA.SSE.A.1, HSA.SSE.A.2)	7.4	3
Supplement: Factor by grouping	Supplement	2
Factoring $x^2 + bx + c$ (HSA.SSE.A.1)	7.5	2
Who's Right? - 3 Acts (HSA.APR.A.1)	TE p294	1-opt
Factoring $ax^2 + bx + c$ (HSA.SSE.A.1)	7.6	3
Factoring Special Cases (HSA.SSE.A.1, HSA.SSE.A.2)	7.7	1
Review and Test		2
Essential Standards Reteaching and Intervention		1
Be here by Spring Break		Total = 21

Perform arithmetic operations on polynomials.	
*HSA.APR.A. 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.
Interpret the structure of expressions.	
*HSA.SSE.A. 1	Interpret expressions that represent a quantity in terms of its context . *a. Interpret parts of an expression, such as terms, factors, and coefficients. *b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For ex, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P.
*HSA.SSE.A. 2	Use the structure of an expression to identify ways to rewrite it.

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Quadratic Functions – Topic 8		
Lesson	Resource	Days
Make Business Decisions - STEM Project (HSA.APR.A.1, HSA.CED.A.2, HSA.SSE.B.3a, HSA.SSE.B.3b, HSF.BF.A.1a, HSF.IF.B.4)	TE p314	1 -opt
Key Features of a Quadratic Function (HSA.CED.A.2, A.REI.D.10, HSF.BF.B.3, HSF.IF.B.4)	8.1	2
Quadratic Functions in Vertex Form (HSF.BF.B.3, HSF.IF.C.7a)	8.2	3
Quiz		1
Quadratic Functions in Standard Form (analyze and convert between vertex and standard form) (HSF.IF.B.4, HSF.IF.C.7a, HSF.IF.C.8a, HSF.IF.C.9)	8.3	3
Modeling with Quadratic Functions (HSF.IF.A.2) *No Regression	8.4 Ex 1&2	2
Linear, Exponential and Quadratic Models (HSF.LE.A.3) Examine Graphs and Tables (first and second differences and ratios)	8.5 Ex 1&3	2
The Long Shot - 3 Acts (HSA.REI.D.10, HSF.IF.B.4)	TE p343	1 -opt
Review and Test		2
Essential Standards Reteaching and Intervention		1
		Total = 18

Perform arithmetic operations on polynomials.	
*HSA.APR.A.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.
Create equations that describe numbers or relationships.	
*HSA.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Represent and solve equations and inequalities graphically.	
*HSA.REI.D.10	Understand that the graph of an equations in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
Write expression in equivalent forms to solve problems.	
*HSA.SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *a. Factor a quadratic expression to reveal the zeros of the function it defines. *b. Complete the square in a quadratic expression to reveal the maximum or minimum value of a function.
Build a function that models a relationship between two quantities.	
*HSF.BF.A.1	Write a function that describes a relationship between two quantities. *a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
Build new functions from existing functions.	
*HSF.BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using

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	technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
Understanding the concept of a function and use function notation.	
*HSF.IF.A.2	Use function notation, evaluate functions for inputs in their domain, and interpret statements that use function notation in terms of a context.
Interpret functions that arise in applications in terms of the context.	
*HSF.IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity
Analyze functions using different representations.	
*HSF.IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
*HSF.IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. *a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
*HSF.IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description).
Construct and compare linear, quadratic and exponential models and solve problems.	
HSF.LE.A.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

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Solving Quadratic Equations – Topic 9		
Lesson	Resource	Days
Designing a T-shirt Launcher - STEM Project (HSA.CED.A.1, HSA.CED.A.2, HSA.REI.B.4, HSA.SSE.A.1),	TE p356	1 - opt
Solving Quadratic Equations using graphs and tables (HSA.CED.A.1, HSA.CED.A.2, HSA.REI.B.4b, HSA.REI.D.11)	9.1	2
Solving Quadratic Equations by Factoring (HSA.APR.B.3, HSA.REI.B.4b, HSA.SSE.B.3a, HSF.IF.C.8a)	9.2	2
Practice with radical properties, simplifying square roots	Supplement	2
Rewriting Radical Expressions (HSN.RN.A.2, HSA.SSE.A.2)	9.3	2
Solving Quadratic Equations Using Square Roots (HSA.CED.A.1, HSA.REI.B.4b, HSA.SSE.A.2)	9.4	2
Completing the Square (HSA.REI.B.4b, HSA.SSE.B.3b, HSF.IF.C.8a)	9.5	2
The Quadratic Formula and the Discriminant (HSA.REI.B.4, HSA.SSE.B.3)	9.6	2
Unwrapping Change - 3 Acts (HSA.CED.A.1, HSA.CED.A.2, HSA.REI.B.4)	TE p396	1 -opt
Solving Systems of Linear and Quadratic Equations (HSA.REI.C.7, HSA.REI.D.11)	9.7	2
Review and Test		2
Essential Standards Reteaching and Intervention		1
Be here by end of Semester Two		Total = 21

Extend the properties of exponents to rational exponents.	
HSN.RN.A.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
Perform arithmetic operations on polynomials.	
*HSA.APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
Create equations that describe numbers or relationships.	
*HSA.CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
*HSA.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Solve equations and inequalities in one variable.	
*HSA.REI.B.4	<p>Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>*b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.</p>

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Solve systems of equations.	
HSA.REI.C.7	Solve a system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
Represent and solve equations and inequalities graphically.	
HSA.REI.D.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial (quadratic), rational, absolute value, exponential, and logarithmic functions.
Interpret the structure of expressions.	
*HSA.SSE.A.1	Interpret expressions that represent a quantity in terms of its context . *a. Interpret parts of an expression, such as terms, factors, and coefficients. *b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For ex, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P.
*HSA.SSE.A.2	Use the structure of an expression to identify ways to rewrite it.
*HSA.SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *a. Factor a quadratic expression to reveal the zeros of the function it defines. *b. Complete the square in a quadratic expression to reveal the maximum or minimum value of a function.
Analyze functions using different representations.	
*HSF.IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. *a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.