

## Fall Semester Math 8 Pacing Guide

First 4.5 Weeks		Second 4.5 Weeks		Third 4.5 Weeks		Fourth 4.5 Weeks	
Standard	Days	Standard	Days	Standards	Days	Standards	Days
<p>Build Relationships &amp; Establish Routines Spend at least 5-15 minutes each day with number sense routines *this is to continue at least 3 times a week throughout the rest of the course*</p> <p>Spiral Reviews will be done daily throughout the course</p>	3	<p><b>8.17 &amp; 8.18 - Equations/Inequalities</b> Graph Inequality Solutions Just 2-step/variable both sides</p> <p>8.17 The student will solve multistep linear equations in one variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.</p> <p>8.18 The student will solve multistep linear inequalities in one variable with the variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line.</p>	4	<p><b>8.10 - Composite Plane Figures</b> Review Area &amp; Perimeter of triangles, circles, rectangles Area &amp; Perimeter Composite Figures</p> <p>8.10 The student will solve practical area and perimeter problems involving composite plane figures.</p>	5	<p><b>8.12 &amp; 8.13 - Graphical Methods</b> Create Boxplots (AKA Box-and-Whisker), make observations/inferences from Boxplots, compare/analyze two Boxplots Creat Scatterplots, make observations/inferences from Scatterplots using a drawn line of best fit</p> <p>8.12 The student will a) represent numerical data in boxplots; b) make observations and inferences about data represented in boxplots; and c) compare and analyze two data sets using boxplots.</p> <p>8.13 The student will a) represent data in scatterplots; b) make observations about data represented in scatterplots; and c) use a drawing to estimate the line of best fit for data represented in a scatterplot.</p>	5
<p><b>8.2 - Real Numbers</b> Subsets of real numbers</p> <p>8.2 The student will describe the relationships between the subsets of the real number system.</p>	2	<p><b>8.15- Function Vocabulary</b> Domain/Range Ind/Dependent Variable</p> <p>8.15 The student will a) determine whether a given relation is a function; and b) determine the domain and range of a function.</p>	4	<p><b>8.7 - Transformations</b> ID &amp; Apply Transformations</p> <p>8.7 The student will a) given a polygon, apply transformations, to include translations, reflections, and dilations, in the coordinate plane; and b) identify practical applications of transformations.</p>	3		
<p><b>8.1 &amp; 8.3 - Expressions &amp; Square Roots</b> Compare/order decimals, fractions, percents, scientific notation, rational approximation for irrational numbers Estimate/determine consecutive integers between which square root lies &amp; positive/negative square roots</p>	3	<p><b>8.16 - Graphing Equations</b> Graph Linear Equations using table or slope/y-int form (identify slope &amp; y-int)</p> <p>8.16 The student will a) recognize and describe the graph of a linear function with a slope that is positive, negative, or zero; b) identify the slope and y-intercept of a linear function given a table of values, a graph, or an equation in <math>y = mx + b</math> form; c)</p>	6	<p><b>8.8 - 3D Models</b> Top,Side,Front of 3D Models</p> <p>8.8 The student will construct a three-dimensional model, given the top or bottom, side, and front views.</p>	3	<p>Review for SOL</p> <p>*Try to incorporate some of DOE most missed problems into the review*</p>	10
<p><b>8.14 - Order of Operations</b> Evaluate for given values, Simplify algebraic expressions *Make sure to incorporate properties used to simplify, such as commutative, distributive, associative, etc.*</p> <p>8.14 The student will a) evaluate an algebraic expression for given replacement values of the variables; and b) simplify algebraic expressions in one variable</p>	2	<p><b>8.5 - Angles</b> Vertical, Adjacent Supplementary/Complementary</p> <p>8.5 The student will use the relationships among pairs of angles that are vertical angles, adjacent angles, supplementary angles, and complementary angles to determine the measure of unknown angles.</p>	4	<p><b>8.6 - 3D Figures</b> Volume/Surface Area of prisms, cylinders, cones, &amp; pyramids Changes in one attribute of rectangular prism affects volume and surface area</p> <p>8.6 The student will a) solve problems, including practical problems, involving volume and surface area of cones and square-based pyramids; and b) describe how changing one measured attribute of a rectangular prism affects the volume and surface area</p>	5		

<p><b>8.4 - Problem Solving</b>  Practical problems with percents, ratios &amp; proportions  Percent Increase/Decrease, Discount/Markup/Tax  Reconciling</p> <p>8.4 The student will solve practical problems involving consumer applications.</p>	9	<p><b>8.9 - Pythagorean Theorem</b>  Verify &amp; Apply Pyth. Theorem</p> <p>8.9 The student will a) verify the Pythagorean Theorem; and b) apply the Pythagorean Theorem</p>	4	<p><b>8.11 - Probability</b>  Ind/Dependent Events</p> <p>8.11 The student will a) compare and contrast the probability of independent and dependent events; and b) determine probabilities for independent and dependent events.</p>	4	<p>Prepare for Algebra I</p>	10
<p><b>8.17 &amp; 8.18 - Equations/Inequalities</b>  Properties  Just 1-step/single variable</p> <p>8.17 The student will solve multistep linear equations in one variable on one or both sides of the equation, including practical problems that require the solution of a multistep linear equation in one variable.</p>	3						
Standards covered = 6	22	Standards covered = 6	22	Standards covered = 5	20	Standards covered = All	25
						<p>Total =  including 4 days for Benchmarks and Review for  Benchmarks</p>	89