

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
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## Grade 7

Ratios and Proportional Reasoning

Proportional Relationships

- CC7.7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
- CC7.8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

The Number System

Real Numbers

- CC7.8.NS.1 Know that real numbers are either rational or irrational. Understand informally that every number has a decimal expansion which is repeating, terminating, or is non-repeating and non-terminating.
- CC7.8.NS.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.,  $9\sqrt{2}$ ). 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.

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	Multidigit Computation	CC78.7.NS.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>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.</p> <p>b. Understand <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> 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>c. Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>
	Algebraic Expressions-7th	CC78.7.NS.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>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 <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>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 <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or ev</p>
Expressions and Equations		CC78.7.NS.3	<p>Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p>
		CC78.7.EE.1	<p>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>
		CC78.7.EE.2	<p>In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related. For example, a discount of 15% (represented by <math>p - 0.15p</math>) is equivalent to <math>(1 - 0.15)p</math>, which is equivalent to <math>0.85p</math> or finding 85% of the original price.</p>

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	Multi-step problems with Algebraic Equations	CC78.7.EE.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 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 3/4 inches long in the center of a door that is 27 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.
Expressions and Equations	Linear Equations	CC78.7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.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?b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , 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 solution
		CC78.8.EE.6	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .

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	Radicals and Exponents		<p>CC78.8.EE.1 Understand, explain, and apply the properties of integer exponents to generate equivalent numerical expressions. For example, <math>3^2 \cdot 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}</math>.</p> <p>CC78.8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</p> <p>CC78.8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as <math>3 \cdot 10^8</math>; and the population of the world as <math>7 \cdot 10^9</math>; and determine that the world population is more than 20 times larger.</p> <p>CC78.8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p>
	Systems of Linear Equations		<p>CC78.8.EE.7 Solve linear equations in one variable.a. 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 <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p>CC78.8.EE.8 Understand that the solution to a pair of linear equations in two variables corresponds to the point(s) of intersection of their graphs, because the point(s) of intersection satisfy both equations simultaneously.b. Use graphs to find or estimate the solution to a pair of two simultaneous linear equations in two variables. Equations should include all three solution types: one solution, no solution, and infinitely many solutions. Solve simple cases by inspection. For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6. c. Solve real-world and mathematical problems leading to pairs of 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. (Limit solutions to those that can be addressed by graphing.)</p>
Functions	Concepts of Functions		<p>CC78.8.F.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.</p>

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Geometry		CC78.8.F.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.
		CC78.8.F.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.
	Model or Apply Functions	CC78.8.F.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.
		CC78.8.F.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.
	Angle Relationships	CC78.7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
	Area and Circumference of a Circle	CC78.7.G.4	Work with circles.a. Explore and understand the relationships among the circumference, diameter, area, and radius of a circle. b. Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems.
	Congruence and Similarity	CC78.8.G.1	Verify experimentally the properties of rotations, reflections, and translations (include examples both with and without coordinates).a. Lines are taken to lines, and line segments are taken 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.
		CC78.8.G.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. (Include examples both with and without coordinates.)
		CC78.8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
	Congruence and Similarity (cont)	CC78.8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (Include examples both with and without coordinates.)

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Statistics and Probability		CC78.8.G.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
	Geometric Figures and Similarities	CC78.7.G.1	Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals. a. Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale. b. Represent proportional relationships within and between similar figures.
		CC78.7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions.a. 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.b. Focus on constructing quadrilaterals with given conditions noticing types and properties of resulting quadrilaterals and whether it is possible to construct different quadrilaterals using the same conditions.
		CC78.7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
	Pythagorean Theorem	CC78.8.G.6	Analyze and justify an informal proof of the Pythagorean Theorem and its converse.
		CC78.8.G.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
		CC78.8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
	Word Problems - 2D and 3D Figures	CC78.7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
	Word Problems - 3D Figures	CC78.8.G.9	Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres.
Statistical Analysis	CC78.7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population.a. Differentiate between a sample and a population.b. Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias.	

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			<p>CC78.7.SP.2 Broaden statistical reasoning by using the GAISE model. a. Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. For example, "How do the heights of seventh graders compare to the heights of eighth graders?" (GAISE Model, step 1)b. Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. (GAISE Model, step 2)c. Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. (GAISE Model, step 3)d. Interpret Results: Draw logical conclusions and make generalizations from the data based on the original question. (GAISE Model, step 4)</p> <p>CC78.7.SP.3 Describe and analyze distributions.a. Summarize quantitative data sets in relation to their context by using mean absolute deviation (MAD), interpreting mean as a balance point. b. Informally assess the degree of visual overlap of two numerical data distributions with roughly equal variabilities, 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 (line plot), the separation between the two distributions of heights is noticeable.</p> <p>CC78.7.SP.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.</p>

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	Data with 2 Variables		<p>CC78.8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering; outliers; positive, negative, or no association; and linear association and nonlinear association. (GAISE Model, steps 3 and 4)</p> <p>CC78.8.SP.2 Understand 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. (GAISE Model, steps 3 and 4)</p> <p>CC78.8.SP.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. (GAISE Model, steps 3 and 4)</p> <p>CC78.8.SP.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?</p>
	Probability		<p>CC78.7.SP.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.</p> <p>CC78.7.SP.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.</p>
	Probability (cont)		<p>CC78.7.SP.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.a. 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.b. 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?</p>



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		CC78.7.SP.8	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>

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## Grade 8

### Number and Quantity

#### Quantitative Reasoning

- 8.N.Q.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 and data displays.
- 8.N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.
- 8.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

### Algebra

#### Structure in Expressions

- 8.A.SSE.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.
- 8.A.SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, to factor  $3x(x - 5) + 2(x - 5)$ , students should recognize that the " $x - 5$ " is common to both expressions being added, so it simplifies to  $(3x + 2)(x - 5)$ ; or see  $x^4 - y^4$  as  $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as  $(x^2 - y^2)(x^2 + y^2)$ .
- 8.A.SSE.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 the function it defines; c. Use the properties of exponents to transform expressions for exponential functions. For example,  $8t$  can be written as  $2^{3t}$ .

#### Arithmetic with Polynomials

- 8.A.APR.1 Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. ALGEBRA 1 Focus is on polynomial expressions that simplify to forms that are linear or quadratic.

#### Creating Equations

- 8.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations and inequalities arising from linear, quadratic, simple rational, and exponential functions. ALGEBRA 1 Focus is on applying linear and simple exponential expressions and applying simple quadratic expressions.
- 8.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ALGEBRA 1 Focus is on applying linear and simple exponential expressions and on applying simple quadratic expressions.

#### Creating Equations (cont)

- 8.A.CED.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.

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		8.A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. ALGEBRA 1 Focus is on formulas in which the variable of interest is linear or square. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ , or rearrange the formula for the area of a circle $A = (\pi)r^2$ to highlight radius.
	<b>Reasoning with Equations and Inequalities</b> <b>One Variable Linear equations</b>	8.A.REI.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.
		8.A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
		8.A.REI.4	Solve quadratic equations in one variable; 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; b. Solve quadratic equations as appropriate to the initial form of the equation by inspection, e.g., for $x^2 = 49$ ; taking square roots; completing the square; applying the quadratic formula; or utilizing the Zero-Product Property after factoring. (+ADV) c. Derive the quadratic formula using the method of completing the square.
	<b>Solving Systems of Equations</b>	8.A.REI.5	Verify 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.
		8.A.REI.6	Solve systems of linear equations algebraically and graphically. Limit to pairs of linear equations in two variables.
		8.A.REI.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$ .

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Functions	Represent Equations Graphically	8.A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
		8.A.REI.11	Explain why the x-coordinates of the points where the graphs of the equation $y = f(x)$ 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, making tables of values, or finding successive approximations.
		8.A.REI.12	Graph the solutions to a 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 intersection of the corresponding half-planes.
	Functions and Function Notation	8.F.IF.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, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .
	8.F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	
	8.F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n + 1) = f(n) + f(n - 1)$ for $n$ greater than or equal to 1.	
Interpreting Functions	8.F.IF.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 the following: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. ALGEBRA 1 Focus is on linear, quadratic, and exponential functions.	
	8.F.IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate domain for the function. ALGEBRA 1 Focus is on linear, quadratic, and exponential functions.	
Analyzing Functions	8.F.IF.7	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. ALGEBRA 1 Focus is on completing the square to quadratic functions with the leading coefficient of 1. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change $G$ in functions such as $y = (1.02)^t$ , and $y = (0.97)^t$ and classify them as representing exponential growth or decay. ALGEBRA 1 Focus is on exponential functions evaluated at integer inputs.	

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			<p>8.F.IF.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. ALGEBRA 1 Focus is on completing the square to quadratic functions with the leading coefficient of 1. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, and <math>y = (0.97)^t</math> and classify them as representing exponential growth or decay. ALGEBRA 1 Focus is on exponential functions evaluated at integer inputs.</p> <p>8.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. ALGEBRA 1 Focus is on linear, quadratic, and exponential functions.</p>
	<b>Building Functions - Relationships</b>		<p>8.F.BF.1 Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from context. ALGEBRA 1 Focus is on linear and exponential functions and on situations that exhibit quadratic or exponential relationships.</p> <p>8.F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.</p>
	<b>Building Functions - Existing Functions</b>		<p>8.F.BF.3 Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>kf(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. ALGEBRA 1 Focus is on transformations of graphs of quadratic functions, except for <math>f(kx)</math></p> <p>8.F.BF.4 Find inverse functions. ALGEBRA 1 Focus is on informally determining the input of a function when the output is known.</p>

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Statistics and Probability	Linear, Quadratic, and Exponential Models	8.F.LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Show that linear functions grow 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 a quantity grows or decays by a constant percent rate per unit interval relative to another
		8.F.LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)
		8.F.LE.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically.&nbsp;
	Expressions for functions	8.F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context
	Interpreting Categorical and Quantitative Data - Single Count or Measurement Variable	8.S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.
		8.S.ID.2	In the context of real-world applications by using the GAISE model, use statistics appropriate to the shape of the data distribution to compare center (median and mean) and spread (mean absolute deviation, interquartile range, and standard deviation) of two or more different data sets.&nbsp;
		8.S.ID.3	In the context of real-world applications by using the GAISE model, interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
	Interpreting Categorical and Quantitative Data - Two Categorical and Quantitative Variables	8.S.ID.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
	8.S.ID.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a linear function for a scatterplot that suggests a linear association.	
	8.S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data	
	8.S.ID.8	Compute (using technology) and interpret the correlation coefficient of a linear fit	