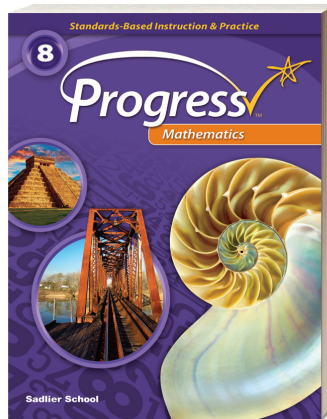


SADLIER

Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

Mathematics Florida Standards (MAFS)

Grade 8

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Domain: The Number System

STANDARDS

SADLIER PROGRESS MATHEMATICS, GRADE 8

Cluster 1: Know that there are numbers that are not rational, and approximate them by rational numbers.

(SUPPORTING CLUSTER)

MAFS.8.NS.1.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

Cognitive Complexity: Level 1: Recall

MAFS.8.NS.1.2 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Lesson 1 Understand Rational and Irrational Numbers—pp. 10–17

Lesson 2 Use Rational Approximations of Irrational Numbers—pp. 18–25

Domain: Expressions & Equations

STANDARDS

SADLIER PROGRESS MATHEMATICS, GRADE 8

Cluster 1: Work with radicals and integer exponents.

(MAJOR CLUSTER)

MAFS.8.EE.1.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^5 = 3^{-3} = 1/3^3 = 1/27$.

Cognitive Complexity: Level 1: Recall

MAFS.8.EE.1.2 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

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Lesson 3 Understand Zero and Negative Exponent—pp. 32–39

Lesson 4 Learn Properties of Exponents—pp. 40–47

Lesson 5 Use Properties of Exponents Generate Equivalent Expressions—pp. 48–55

Lesson 6 Evaluate Square Roots and Cube Roots—pp. 56–63

Lesson 7 Solve Simple Equations Involving Squares and Cubes—pp. 64–71

Domain: Expressions & Equations

STANDARDS

SADLIER PROGRESS MATHEMATICS, GRADE 8

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small perfect cubes. Know that $\sqrt{2}$ is irrational.

Cognitive Complexity: Level 1: Recall

MAFS.8.EE.1.3

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 times 10^8 and the population of the world as 7 times 10^9 , and determine that the world population is more than 20 times larger.*

Cognitive Complexity: Level 1: Recall

MAFS.8.EE.1.4

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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Understand the connections between proportional relationships, lines, and linear equations.

(MAJOR CLUSTER)

MAFS.8.EE.2.5

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.*

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Lesson 8

Estimate and Compare Large or Small Quantities—pp. 72–79

Lesson 9

Calculate with Numbers in Scientific Notation—pp. 80–87

Lesson 10

Understand Proportional Relationships and Slope—pp. 88–95

Domain: Expressions & Equations

STANDARDS

MAFS.8.EE.2.6 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 .

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 3: Analyze and solve linear equations and pairs of simultaneous linear equations.
(MAJOR CLUSTER)

MAFS.8.EE.3.7 Solve linear equations in one variable.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- 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.

MAFS.8.EE.3.8 Analyze and solve pairs of simultaneous linear equations.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- 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.

SADLIER PROGRESS MATHEMATICS, GRADE 8

Lesson 11 Understand Slope—pp. 96–103

Lesson 12 Write Equations for Lines—pp. 104–111

Lesson 13 Solve Linear Equations—pp. 112–119

Lesson 13 Solve Linear Equations—pp. 112–119

Lesson 14 Solve Systems of Equations—pp. 120–127

Domain: Expressions & Equations

STANDARDS

- b. 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.*

- c. 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.*

SADLIER PROGRESS MATHEMATICS, GRADE 8

Lesson 14 Solve Systems of Equations—pp. 120–127

Lesson 15 Problem-Solving: Systems of Equations—pp. 128–135

Domain: Functions

STANDARDS

Cluster 1: Define, evaluate, and compare functions.
(MAJOR CLUSTER)

- MAFS.8.F.1.1** 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

- MAFS.8.F.1.2** 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.*

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS MATHEMATICS, GRADE 8

Lesson 16 Understand Functions—pp. 142–149

Lesson 17 Represent Functions—pp. 150–157

Lesson 17 Represent Functions—pp. 150–157

Lesson 18 Compare Functions—pp. 158–165

Domain: Functions

STANDARDS

MAFS.8.F.1.3 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.*

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 2: Use functions to model relationships between quantities.

(MAJOR CLUSTER)

MAFS.8.F.2.4 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.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

MAFS.8.F.2.5 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS MATHEMATICS, GRADE 8

Lesson 19 Investigate Linear and Non-Linear Functions—pp. 166–173

Lesson 20 Use Functions to Model Relationships—pp. 174–181

Lesson 21 Problem Solving: Use Linear Models—pp. 182–189

Lesson 22 Analyze Graphs of Functions—pp. 190–197

Domain: Geometry

STANDARDS

SADLIER PROGRESS MATHEMATICS, GRADE 8

Cluster 1: Understand congruence and similarity using physical models, transparencies, or geometry software.

(MAJOR CLUSTER)

MAFS.8.G.1.1 Verify experimentally the properties of rotations, reflections, and translations:
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

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.

MAFS.8.G.1.2 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.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

MAFS.8.G.1.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Lesson 23 **Verify Properties of Reflections and Translations**—pp. 204–211

Lesson 24 **Verify Properties of Rotations**—pp. 212–219

Lesson 23 **Verify Properties of Reflections and Translations**—pp. 204–211

Lesson 24 **Verify Properties of Rotations**—pp. 212–219

Lesson 23 **Verify Properties of Reflections and Translations**—pp. 204–211

Lesson 24 **Verify Properties of Rotations**—pp. 212–219

Lesson 25 **Understand and Identify Congruent Figures**—pp. 220–227

Lesson 26 **Reflect and Translate Figures on the Coordinate Plane**—pp. 228–235

Lesson 27 **Rotate Figures on the Coordinate Plane**—pp. 236–243

Lesson 28 **Dilate Figures on the Coordinate Plane**—pp. 244–251

Domain: Geometry

STANDARDS

MAFS.8.G.1.4 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.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

MAFS.8.G.1.5 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.*

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

Cluster 2: Understand and apply the Pythagorean Theorem.
(MAJOR CLUSTER)

MAFS.8.G.2.6 Explain a proof of the Pythagorean Theorem and its converse.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

MAFS.8.G.2.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

MAFS.8.G.2.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Cognitive Complexity: Level 1: Recall

SADLIER PROGRESS MATHEMATICS, GRADE 8

Lesson 29 Identify Similar Figures—pp. 252–259

Lesson 30 Establish Facts about Parallel Lines and Angles—pp. 260–265

Lesson 31 Establish Facts about Triangles and Angles—pp. 266–275

Lesson 32 Understand the Pythagorean Theorem—pp. 276–283

Lesson 33 Understand the Converse of the Pythagorean Theorem—pp. 284–291

Lesson 34 Problem Solving: The Pythagorean Theorem—pp. 292–299

Lesson 35 Calculate Distances in the Coordinate Plane—pp. 300–307

Domain: Geometry

STANDARDS

Cluster 3: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

(ADDITIONAL CLUSTER)

MAFS.8.G.3.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

SADLIER PROGRESS MATHEMATICS, GRADE 8

Lesson 36 **Learn and Apply Volume Formulas**—pp. 308–315

Domain: Statistics & Probability

STANDARDS

Cluster 1: Investigate patterns of association in bivariate data.

(SUPPORTING CLUSTER)

MAFS.8.SP.1.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

MAFS.8.SP.1.2 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.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

MAFS.8.SP.1.3 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*

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SADLIER PROGRESS MATHEMATICS, GRADE 8

Lesson 37 **Construct and Interpret Scatter Plots**—pp. 322–329

Lesson 38 **Fit Linear Models to Data**—pp. 330–337

Lesson 39 **Problem Solving: Use Linear Models**—pp. 338–345

Domain: Statistics & Probability

STANDARDS

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*associated with an additional 1.5 cm in
mature plant height.*

Cognitive Complexity: Level 2: Basic
Application of Skills & Concepts

MAFS.8.SP.1.4

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?*

Cognitive Complexity: Level 3: Strategic
Thinking & Complex Reasoning

SADLIER PROGRESS MATHEMATICS, GRADE 8

Lesson 40 **Analyze Data in Two-Way Tables**—pp. 346–
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