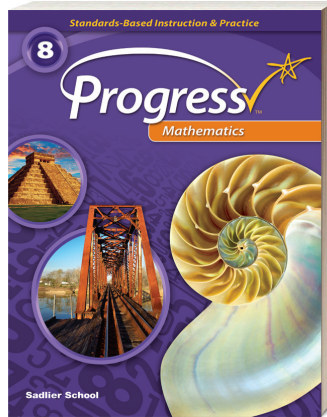


SADLIER

# Progress Mathematics

Standards-Based Instruction & Practice



Aligned to the

## New Jersey Student Learning Standards for Mathematics (7/28/16)

### Grade 8

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## The Number System

8.NS

GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

SADLIER PROGRESS MATHEMATICS, GRADE 8

A. Know that there are numbers that are not rational, and approximate them by rational numbers.

**8.NS.A.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.

**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.,  $\pi^2$ ).  
*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.*

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

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

## Expressions and Equations

8.EE

GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

SADLIER PROGRESS MATHEMATICS, GRADE 8

A. Work with radicals and integer exponents.

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

**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.

**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 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.*

**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

**Lesson 8** Estimate and Compare Large or Small Quantities—pp. 72–79



## Expressions and Equations

## 8.EE

### GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

**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.

### B. Understand the connections between proportional relationships, lines, and linear equations.

**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  $b$ .

### C. Analyze and solve linear equations and pairs of simultaneous linear equations.

**8.EE.C.7** Solve linear equations in one variable.

**8.EE.C.7a** 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  $x = a$ ,  $a = a$ , or  $a = b$  results (where  $a$  and  $b$  are different numbers).

**8.EE.C.7b** b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

### SADLIER PROGRESS MATHEMATICS, GRADE 8

**Lesson 9** Calculate with Numbers in Scientific Notation—pp. 80–87

**Lesson 10** Understand Proportional Relationships and Slope—pp. 88–95

**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



## Expressions and Equations

## 8.EE

### GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

**8.EE.C.8** Analyze and solve pairs of simultaneous linear equations.

**8.EE.C.8a** a. 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.

**8.EE.C.8b** 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.*

**8.EE.C.8c** 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 14** **Solve Systems of Equations**—pp. 120–127

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

## Functions

## 8.F

### GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

### A. Define, evaluate, and compare functions.

**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.<sup>1</sup>

<sup>1</sup>Function notation is not required in Grade 8.

**8.F.A.2** Compare properties (e.g., **rate of change**, **intercepts**, **domain and range**) 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.*

### 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

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



## Functions

## 8.F

GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

SADLIER PROGRESS MATHEMATICS, GRADE 8

### B. Use functions to model relationships between quantities.

**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.

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

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

**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.

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

## Geometry

## 8.G

GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

SADLIER PROGRESS MATHEMATICS, GRADE 8

### A. Understand congruence and similarity using physical models, transparencies, or geometry software.

**8.G.A.1** Verify experimentally the properties of rotations, reflections, and translations:

**8.G.A.1a** a. Lines are **transformed** to lines, and line segments to line segments of the same length.

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

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

**8.G.A.1b** b. Angles are **transformed** to angles of the same measure.

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

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

**8.G.A.1c** c. Parallel lines are **transformed** to parallel lines.

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

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

**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

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

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## Geometry

## 8.G

### GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

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 sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

### B. Understand and apply the Pythagorean Theorem.

**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.

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

### SADLIER PROGRESS MATHEMATICS, GRADE 8

**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

**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



## Geometry

8.G

GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

SADLIER PROGRESS MATHEMATICS, GRADE 8

C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

**8.G.C.9** Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

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

## Statistics and Probability

8.SP

GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

SADLIER PROGRESS MATHEMATICS, GRADE 8

A. Investigate patterns of association in bivariate data.

**8.SP.A.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.

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

**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 (e.g., **line of best fit**) by judging the closeness of the data points to the line.

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

**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.*

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

**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*

**Lesson 40** **Analyze Data in Two-Way Tables**—pp. 346–353

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## Statistics and Probability

8.SP

GRADE 8 STANDARDS FOR MATHEMATICAL CONTENT

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*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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