

## Curriculum Map Math Course 3, Unit 1

### Stage 1 Desired Results

<p>ESTABLISHED GOALS 8.NS.A.1, 8.NS.A.2, 8.EE.A.1, 8.EE.A.2, 8.EE.A.3, 8.EE.A.4</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Investigate patterns, powers, roots, and scientific notation to solve problems</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i> Different kinds of numbers need different procedures</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>❖ Why is it important to understand procedures for working with different kinds of numbers?</li> <li>❖ How are exponents and scientific notation useful in solving problems?</li> </ul>
	<b>Acquisition</b>	

- Students will know and be skilled at...*
- ❖ Recognize patterns
  - ❖ Compute with mixed fractions to solve real-world problems
  - ❖ Convert between fractions, decimals, and percents
  - ❖ Determine square roots and cube roots of perfect squares and perfect cubes
  - ❖ Distinguish between rational and irrational numbers
  - ❖ Compute with exponents
  - ❖ Write a number in scientific notation
  - ❖ Recognize exponential number patterns

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S): Embedded Assessment 1: Patterns and Quantitative Reasoning Embedded Assessment 2: Representing Rational and Irrational Numbers Embedded Assessment 3: Exponents and Scientific Notation</p>
	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math Course 3, Unit 2

### Stage 1 Desired Results

<p>ESTABLISHED GOALS            8.EE.C.7, 8.EE.C.7.a, 8.EE.C.7.b,            8.EE.B.5, 8.EE.B.6, 8.EE.C.8, 8.EE.C.8.a,            8.EE.C.8.b, 8.EE.C.8.c</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i>            Extend their study of linear equations as they represent, analyze and solve problems</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS  <i>Students will understand that...</i>            There is a clear relationship between graphic and algebraic linear equations</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>❖ What are similarities and differences in the procedures for solving and expressing the solutions of equations and inequalities?</li> <li>❖ How can graphs be used to interpret solutions of real-world problems?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> <li>❖ Write linear equations</li> <li>❖ Solve linear equations</li> <li>❖ Determine and interpret rate of change</li> <li>❖ Write linear equations</li> <li>❖ Solve systems of linear equations graphically</li> <li>❖ Solve systems of linear equations algebraically</li> </ul>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S):            Embedded Assessment 1: Expressions and Equations            Embedded Assessment 2: Linear Equations and Rates of Change            Embedded Assessment 3: : Solving Systems of Linear Equations</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math Course 3, Unit 3

### Stage 1 Desired Results

<p>ESTABLISHED GOALS              8.G.A.1, 8.G.A.1.a, 8.G.A.1.b,              8.G.A.1.c, 8.G.A.2, 8.G.A.3, 8.G.A.4,              8.G.A.5, 8.G.B.6, 8.G.B.7, 8.G.B.8,              8.G.C.9</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i>              Analyze two and three dimensional figures</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>              The application of the Pythagorean Theorem and its converse can determine distance and investigate problem situations</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>❖ What are transformations and how are they useful in solving real-world problems?</li> <li>❖ How are two- and three-dimensional figures related?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> <li>❖ Complementary and supplementary angles</li> <li>❖ Angles of triangle or quadrilateral</li> <li>❖ Angles formed by parallel lines cut by a transversal</li> <li>❖ Translations, reflections, rotations and transformations</li> <li>❖ Similar figures and Dilations</li> <li>❖ Pythagorean Theorem and the Converse</li> <li>❖ Surface area and lateral area of solids</li> <li>❖ Volume of solids and composite solids</li> </ul>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p><b>PERFORMANCE TASK(S):</b>                      Embedded Assessment 1: Angle Measures                      Embedded Assessment 2: Rigid Transformations                      Embedded Assessment 3: Similarity and Dilations                      Embedded Assessment 4: The Pythagorean Theorem                      Embedded Assessment 5: Surface Area and Volume</p>
	<p><b>OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math Course 3, Unit 4

## Stage 1 Desired Results

<p>ESTABLISHED GOALS 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Study the representation of functions</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Function assign each input value to exactly one output</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>❖ Why is it important to consider domain, range, and intercepts in problem situations?</li> <li>❖ Why is it important to be able to represent functions as tables, graphs, algebraically, and verbally?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> <li>❖ Determine whether a relation is a function</li> <li>❖ Determine whether a function is a proportional function</li> <li>❖ Represent functions in different ways</li> <li>❖ Create and interpret a scatter plot</li> <li>❖ Use a trend line to make a prediction</li> <li>❖ Identify linear equations</li> </ul>		

## Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<p>Rubric criteria as defined by Rubric</p>	<p>PERFORMANCE TASK(S): Embedded Assessment 1: Functions Embedded Assessment 2: Scatter Plots and Trend Lines</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math Course 3, Unit 5

### Stage 1 Desired Results

ESTABLISHED GOALS 8.SP.A.1, 8.SP.A.2, 8.SP.A.3, 8.SP.A.4	<b>Transfer</b>	
	Students will be able to independently use their learning to... Explore real-world data to determine relationships	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> Students will understand that... Not all relationships can be modeled by linear equations	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>❖ How does a scatter plot help you to investigate and interpret associations between two numerical variables?</li> <li>❖ How can the slope and y-intercept components of a linear model be interpreted in context when used to describe a linear association between two numerical variables?</li> <li>❖ How can a two-way table be used to assess an association between two categorical variables?</li> </ul>
	<b>Acquisition</b>	
Students will know and be skilled at... <ul style="list-style-type: none"> <li>❖ Generate a scatter plot</li> <li>❖ Describe the association between variables of a scatter plot</li> <li>❖ Write and interpret a trend line</li> <li>❖ Write and interpret the median-median line</li> <li>❖ Compute row percentages for a two-way table</li> <li>❖ Create a segmented bar graph</li> <li>❖ Determine association in a two-way table</li> </ul>		
<b>Stage 2 - Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
Rubric criteria as defined by Rubric	<b>PERFORMANCE TASK(S):</b> Embedded Assessment 1: Scatter Plots, Associations, and Trends Embedded Assessment 2: Scatter Plots, Associations, and Trends	
	<b>OTHER EVIDENCE:</b> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>	

## Curriculum Map Math Course 3, Unit 6

### Stage 1 Desired Results

ESTABLISHED GOALS	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i>            Apply their learning of financial strategies to their own personal finance</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS  <i>Students will understand that...</i>            Borrowing and saving money has an impact on financial success</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>❖ Why is regular saving important to your future?</li> <li>❖ How can you learn to make financially responsible decisions?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know and be skilled at...</i>            Studying the cost of borrowing and saving money            Different types of loans and payment methods            Impact of the amount of and timeliness of credit card payments</p>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S):            Embedded Assessment 1:            Embedded Assessment 2:</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>