2024-2025
Scope and Sequence
Mathematics
8th Grade

Henry County School System Numeracy Vision

Every student in the Henry County School System will have access to research-based, high-quality math materials and instruction that engages them in rigorous, grade-level work that builds a balance of conceptual understanding, procedural fluency, and application.

Standards for Mathematical Practices	Literacy Skills for Mathematical Proficiency	Effective Teaching Practices
1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	1. Use multiple reading strategies. 2. Understand and use correct mathematical vocabulary. 3. Discuss and articulate mathematical ideas. 4. Write mathematical arguments	1. Establish mathematics goals to focus learning. 2. Implement tasks that promote reasoning and problem solving. 3. Use and connect mathematical representations. 4. Facilitate meaningful mathematical discourse. 5. Pose purposeful questions. 6. Build procedural fluency from conceptual understanding. 7. Support productive struggle in learning mathematics. 8. Elicit and use evidence of student thinking.
Ongoing Fluency Expectations	**Curriculum**	**Resources**
7.NS.A.1 Apply & extend previous understandings of addition & subtraction to add & subtract rational numbers. *7.NS.A.2 Apply & extend previous understandings of multiplication & division and of fractions to multiply and divide rational numbers.* *Embedded Fluency: 8.NS and 8.EE*	SAVVAS - enVision Mathematics Tennessee	2024 Instructional Focus Documents
Field Trips	**Instructional Calendar**	
	Henry County School System Narrative Calendar	

Quarter 1: August 2, 2024 - October 7, 2024

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
August							
	F	2			First Day of School (Abbreviated)	Expectations, Google Classroom Setup, Introduction to SAVVAS Realize & Envision Materials	
Week 1	M	5	Topic 1 Opener	8.NS.A 8.EE.A	Know that there are numbers that are not rational, and approximate them by rational numbers. Work with radicals and integer exponents.	Topic Readiness Assessment Topic Essential Question Topic Vocabulary STEM Projects Review What You Know	Conceptual Understanding Procedural Skill and Fluency Application ***Refer to Teacher Edition Volume 1 Topic 1 Overview Math Background: Rigor Page 2D
	T	6					
	W	7					
	T	8	1-1	8.NS.A.1	Know that real numbers that are not rational are called irrational (e.g., π, √2, etc.). Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually or terminates, and convert a decimal expansion which repeats eventually or terminates into a rational number.	• Locate repeating decimals on a number line. • Write repeating decimals as fractions.	Conceptual Understanding Procedural Skills and Fluency
	F	9					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
August							
Week 2	M	12	1-2	8.NS.A.1	Know that real numbers that are not rational are called irrational (e.g., π, √2, etc.). Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually or terminates, and convert a decimal expansion which repeats eventually or terminates into a rational number.	• Classify a number as rational or irrational. • Identify an irrational number. • Understand the concepts of square roots and perfect squares.	Conceptual Understanding Procedural Skills and Fluency
	T	13					
	W	14	1-3	8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers by locating them approximately on a number line diagram. Estimate the value of irrational expressions (such as π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	• Approximate square roots by using perfect squares. • Compare and order rational and irrational numbers.	Conceptual Understanding Application
	T	15					
	F	16	1-4	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.	• Evaluate square roots and cube roots to solve problems. • Evaluate perfect squares and perfect cubes. • Find square and cube roots and cube roots of rational numbers.	Conceptual Understanding Application

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
August							
Week 3	M	19	1-4	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.	• Evaluate square roots and cube roots to solve problems. • Evaluate perfect squares and perfect cubes. • Find square and cube roots and cube roots of rational numbers.	Conceptual Understanding Application
	T	20	1-5	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.	• Solve equations involving perfect squares or cubes. • Solve equations involving imperfect squares or cubes. Solve equations and problems, in real-world contexts, involving square roots and cube roots.	Conceptual Understanding Procedural Skill and Fluency
	W	21					
	R	22	1-MID Topic	8.NS.A 8.EE.A.2	Know that there are numbers that are not rational, and approximate them by rational numbers. 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.	MID-TOPIC 1 Checkpoint MID-TOPIC 1 Performance Task MID-TOPIC 1 Assessment	***Refer to Teacher Edition Volume 1 Topic 1 Overview Math Background Rigor & Math Practices Page 2D-2E
	F	23					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
August							
Week 4	M	26	1-6	8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 x 3^-5 = 3^-3 = (⅓)^3 = 1/27.	• Multiply and divide expressions with integer exponents. • Find the power of a power. • Understand properties of exponents. • Generate equivalent expressions with exponents.	Conceptual Understanding Procedural Skill and Fluency
	T	27					
	W	28					
	R	29	1-7	8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 x 3^-5 = 3^-3 = (⅓)^3 = 1/27.	• Simplify exponential expressions using the Zero Exponent Property and the Negative Exponent Property. • Evaluate expressions with negative and zero exponents.	Conceptual Understanding Procedural Skill and Fluency
	F	30					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
September							
Week 5	M	2	Labor Day - No School				
	T	3	1-8	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 x 10^8 and the population of the world as 7 x 10^9 , and determine that the world population is more than 20 times larger.	• Estimate very large and very small quantities by rounding and then writing that number as a single digit times a power of 10. • Estimate and compare very large and very small quantities using powers of 10.	Conceptual Understanding Application
	W	4	1-9	8.EE.A.4	Using technology, solve real-world problems with numbers expressed in decimal and scientific notation. 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).	• Write very large and very small numbers in scientific notation. • Convert scientific notation to standard form.	Procedural Skill and Fluency Application
	T	5	1-10	8.EE.A.4	Using technology, solve real-world problems with numbers expressed in decimal and scientific notation. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use mm per year for seafloor spreading).	• Add, subtract, multiply, and divide numbers in scientific notation. • Apply number properties to calculations with numbers in scientific notation.	Procedural Skill and Fluency Application
	F	6					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
September							
Week 6	M	9	Topic 1 Closing	8.NS.A.1 8.NS.A.2	Know that there are numbers that are not rational, and approximate them by rational numbers.	3-Act Mathematical Modeling Topic 1 Review Topic 1 Assessment Topic 1 Performance Task	Application Procedural Skill and Fluency Application
	T	10		8.EE.A.1 8.EE.A.2 8.EE.A.3 8.EE.A.4	Work with radicals and integer exponents.		***Refer to Teacher Edition Volume 1 Topic 1 Overview Math Background Rigor & Math Practices Page 2D-2E
	W	11	2-1	8.EE.C.7.b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.	• Combine like terms. • Solve equations with like terms on one side of the equation. • Make sense of scenarios and represent the with equations.	Procedural Skill and Fluency Application
	R	12	2-2	8.EE.C.7.b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.	• Solve equations with variables on both sides of the equation. • Make sense of scenarios and represent them with equations.	Procedural Skill and Fluency Application
	F	13					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
September							
Week 7	M	16	2-3	8.EE.C.7.b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.	• Plan multiple solution pathways and choose one to find the solution to multistep equations.	Conceptual Understanding Application
	T	17	2-4	8.EE.C.7.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).	• Determine the number of solutions to an equation.	Conceptual Understanding Application
	W	18					
	R	19	2-Mid Topic	8.EE.C.7.a 8.EE.C.7.b	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 combining like terms.	MID- Topic 2 Checkpoint MID-Topic 2 Performance Task MID-Topic 2 Assessment	*** Refer to Teacher Edition Grade 8 Volume 1 Topic 2 Overview: Math Background Rigor & Math Practices Page 82D-83E
	F	20					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
September							
Week 8	M	23	2-5	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.	• Analyze equations, linear graphs, and tables to find unit rates and compare proportional relationships.	Conceptual Understanding Application
	T	24	2-6	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; know and apply 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.	• Find the slope of a line using different strategies. • Interpret a slope in context and relate it to steepness on a graph.	Conceptual Understanding Application
	W	25					
	R	26	2-7	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; know and apply 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.	• Understand how the constant of proportionality and the slope relate in a linear equation. • Write a linear equation in the form y=mx when the slope is given. • Graph a linear equation in the form y=mx.	Conceptual Understanding Application
	F	27					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
October							
Week 9	M	30	Parent Teacher Conference - No School				
	T	1	2-8	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; know and apply the equation y = mx for a line through the origin and the equation y = mx + b for a lineintercepting the vertical axis at b.	• Interpret and extend the table or graph of a linear relationship to find its y-intercept. • Analyze graphs in context to determine and explain the meaning of the y-intercept.	Conceptual Understanding Procedural Skill and Fluency
	W	2					
	R	3	2-9	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; know and apply 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.	• Graph a line from an equation in the form y=mx+b. • Write an equation that represents a given graph of a line.	Conceptual Understanding Procedural Skill and Fluency
	F	4					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
October							
	M	7	**Topic 2 Closing**	**8.EE.C.7** **8.EE.B**	**Solve linear equations in one variable.** **Understand the connections between proportional relationships, lines, and linear equations.**	**Topic 2 Review** **Topic 2 Assessment** **Topic 2 Performance Task** *<u>Additional Curriculum Resource if needed</u>: TOPICS 1-2* *CUMULATIVE/BENCHMARK ASSESSMENT* *Remediation/Intervention*	**Refer to Teacher Edition Grade 8 Volume1 Topic 2 Overview: Math Background Rigor & Math Practices Page 82D-83E**

Quarter 2: October 8, 2023 - December 20, 2023

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
October							
Week 10	T	8	Topic 2 Closing	8.EE.C.7 8.EE.B	Solve linear equations in one variable. Understand the connections between proportional relationships, lines, and linear equations.	Topic 2 Review Topic 2 Assessment Topic 2 Performance Task <u>*Additional Curriculum Resource if needed*</u>*: TOPICS 1-2 CUMULATIVE/BENCHMARK ASSESSMENT Remediation/Intervention*	*** Refer to Teacher Edition Grade 8 Volume 1 Topic 2 Overview: Math Background Rigor & Math Practices Page 82D-83E
	W	9					
	R	10	TN-1	8.EE.C.9	By graphing on the coordinate plane or by analyzing a given graph, determine the solution set of a linear inequality in one or two variables.	• Graph the solution set of a linear inequality in two variables. • Analyze a given graph to determine the solution set of a linear inequality.	Conceptual Understanding Procedural Skill and Fluency Application
	F	11					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
October							
	M T W R F	9-13	Fall Break - No School				

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
October							
Week 11	M	21	3-1	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. (Function notation is not required in 8th grade.)	• Identify whether a relation is a function. • Interpret a function.	Conceptual Understanding Application
	T	22					
	W	23	3-2	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. (Function notation is not required in 8th grade.)	• Identify functions in different representations: equations, tables, and graphs. • Identify linear and nonlinear functions in different representations. • Represent linear and nonlinear functions with graphs.	Conceptual Understanding Application
	R	24					
	F	25	3-3	8.F.A.2 8.F.A.3	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 another linear function represented by an algebraic expression, determine which function has the greater rate of change. Know and 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.	• Compare properties of linear functions in different representations. • Compare properties of linear and nonlinear functions in different representations. • Use different representations to compare linear and nonlinear functions3-1	Conceptual Understanding Application

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
October							
Week 12	M	28	3-3	8.F.A.2 8.F.A.3	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 another linear function represented by an algebraic expression, determine which function has the greater rate of change. Know and 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.	● Compare properties of linear functions in different representations. ● Compare properties of linear and nonlinear functions in different representations. ● Use different representations to compare linear and nonlinear functions	Conceptual Understanding Application
	T	29	3-Mid Topic	3.F.A	Define, evaluate, and compare functions.	MID Topic 3 Checkpoint MID Topic 3 Performance Task MID Topic 3 Assessment	***Refer to Teacher's Edition Grade 8 Volume 1 Topic 3 Overview Math Background: Rigor and Math Practices Pages 158D-158E
	W	30	3- Act Math	3.F.A.1 3.F.A.3	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. (Function notation is not required in 8th grade.) Know and 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	● Use mathematical modeling to represent a problem situation and to propose a solution. ● Test and verify the appropriateness of their math models. ● Explain why the results from their math models may not align exactly to the problem situation.	Application

					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.		
	R	31	3-4	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. 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 another linear function represented by an algebraic expression, determine which function has the greater rate of change.	● Construct a linear function to model a relationship using an equation in the form y=mx+b. ● Write an equation in the form y=mx+b to describe a linear function.	Conceptual Understanding Application
	F	1		8.F.A.2			

Time Period	SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
November					

	M	4	3-5	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.	• Describe qualitatively the behavior of a function by analyzing its graph. • Describe the graph of a function at each interval. • Describe the behavior of a function in different intervals.	Conceptual Understanding Application
Week 13	M	4					
	T	5			Election Day No School		
	W	6	3-6	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.	• Draw a qualitative graph of a function based on a verbal description. • Analyze and interpret the sketch of a graph of a function.	Conceptual Understanding Application
	R	7					
	F	8	Topic 3 Closing	8.F.A 8.F.B	Define, evaluate, and compare functions. Use functions to model relationships between quantities.	Topic 3 Review - ***may work best to phase in throughout the week with completion by Friday, November 3rd.*** Topic 3 Assessment Topic 3 Performance Task	***Refer to Teacher's Edition Grade 8 Volume 1 Topic 3 Overview Math Background: Rigor and Math Practices Pages 158D-158E

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
November							
Week 14	M	11	4-1	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.	• Construct a scatter plot graph to model paired data. • Utilize a scatter plot to identify and interpret the relationship between paired data.	Conceptual Understanding Application
	T	12					
	W	13	4-2	8.SP.A.2 8.F.A.3 8.F.B.4	Know that straight lines are widely used to model linear 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. Know and 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 = s2 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. 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.	• Recognize whether the paired data has a linear association, a nonlinear association, or no association. • Draw a trend line to determine whether a linear association is positive or negative and strong or weak.	Conceptual Understanding Application
	R	14					

	F	15	4-3	8.SP.A.3 8.F.A.3 8.F.B.4	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercepts. 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. Know and 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 = s2 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. 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.	● Use the slope and y-intercept of a trend line to make a prediction. ● Make a prediction when no equation is given by drawing trend lines and writing the equation of the linear model.	Conceptual Understanding Procedural Skill
Time Period **November**			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**

	M	**18**	**4-3**			**continue previous day's learning**	

Week 15

	T	19	4-MID Topic	8.SP.A.1 8.SP.A.2 8.F.A.3 8.F.A.4	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. Know that straight lines are widely used to model linear 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. Know and 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 = s2 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. 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.	MID-Topic 4 Checkpoint MID-Topic 4 Performance Task MID-Topic 4 Assessment	***Refer to Teacher's Edition Grade 8 Volume 1 Topic 4 Overview Math Background: Rigor and Math Practices Pages 212D-212E
	W	20	4-4	*Extends*	Construct and interpret scatter plots for	• Organize paired categorical data into a two-way frequency	Conceptual

				8.SP.A.1	**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.**	**table.** ● **Compare and make conjectures about data displayed in a two-way frequency table.**	**Understanding** **Application**
	R	**21**	**4-5**	***Extends 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.**	● **Construct two-way frequency tables and two-way relative frequency tables.** ● **Compare and make conjectures about data displayed in a two-way relative frequency table.**	**Procedural Skill and Fluency** **Application**
	F	**22**	**3-Act Math**	**8.SP.A**	**Investigate patterns of association in bivariate data.**	● **Use mathematical modeling to represent a problem situation and to propose a solution.** ● **Test and verify the appropriateness of their math models.**	**Application**

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
November							
Week 16	M	25	4- Topic Closing	8.SP.A	Investigate patterns of association in bivariate data.	Topic 4 Review Topic 4 Assessment Topic 4 Performance Task *<u>Additional Curriculum Resource if needed</u>: TOPICS 1-4 CUMULATIVE/BENCHMARK ASSESSMENT* *Remediation/Intervention*	***Refer to Teacher's Edition Grade 8 Volume 1 Topic 4 Overview Math Background: Rigor and Math Practices Pages 212D-212E
	T	26					
	W	27	Thanksgiving Break - No School				
	R	28					
	F	29					
Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
December							
Week 17	M	2	Topic 5: Opener	8.EE.C.8	Analyze and solve systems of two linear equations graphically.	Topic Readiness Assessment Review What You Know Introduction to Linear System of Equations	***Refer to Teacher's Edition Grade 8 Volume 2 Topic 5 Overview Math Background Rigor and Math Practices Pages 260D-260E
	T	3	5-1	8.EE.C.8.b	Estimate solutions by graphing a system of two linear equations in two variables. Identify solutions by inspecting graphs of a system of linear equations in two variables.	• Examine graphs of linear system of equations to determine the number of solutions, based on the number of intersection points. • Compare the equations in a linear system to look for a relationship between the number of solutions and the slopes and y-intercepts of the equations.	Conceptual Understanding Application
	W	4					

	T	5	5-2	8.EE.C.8.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.	• Create and examine graphs of linear systems of equations to determine the solution.	Conceptual Understanding Application
	F	6					
Time Period **December**			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**
Week 18	M	9	5 MID Topic	8.EE.C.8	Analyze and solve systems of two linear equations graphically.	MId-Topic 5 Checkpoint MID-Topic 5 Performance Task MID-Topic 5 Assessment	***Refer to Teacher's Edition Grade 8 Volume 2 Topic 5 Overview Math Background: Rigor and Math Practices Pages 260D-260E
	T	10	5-3	8.EE.C.8.b	Estimate solutions by graphing a system of two linear equations in two variables. Identify solutions by inspecting graphs of a system of linear equations in two variables.	• Understand how substitution can be used to solve linear system of equations. • Apply this understanding to solve a system of linear equations with one solution, no solutions, or infinitely many solutions. • Apply this understanding to interpret the results with one solution, no solutions, or infinitely many solutions.	Conceptual Understanding Procedural Skill

	W	11					
	R	12	5-4	8.EE.C.8.b	Estimate solutions by graphing a system of two linear equations in two variables. Identify solutions by inspecting graphs of a system of linear equations in two variables.	• Understand how the process of elimination can be used to solve a system of linear equations with no solution, one solution, or infinitely many solutions. • Apply this understanding to solve mathematical and real-world problems.	Conceptual Understanding Procedural Skill
	F	13					
Time Period			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**
December							
	M	16	3-Act	8.EE.C.8 8.SP.A.3 8.F.B.4	Analyze and solve systems of two linear equations graphically. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercepts. 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. 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	• Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models may not align exactly to the problem situation.	Application

					function in terms of the situation it models and in terms of its graph or a table of values.		
	T	17	Topic 5 Closing	8.EE.C.8	Analyze and solve systems of two linear equations graphically.	Topic 5 Review Topic 5 Assessment Topic 5 Performance Task	***Refer to Teacher's Edition Grade 8 Volume 2 Topic 5 Overview Math Background: Rigor and Math Practices Pages 260D-260E
	W	18					
	R	19					
	F	20	Abbreviated Day of School				

Quarter 3: January 4, 2024 - March 11, 2024

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
January							
	W	1	New Year's Day - No School				
	R	2	No School				
	F	3	Professional Development Day				
	M	6	Admin Day				
	T	7	TN-2	8.SP.B.4.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.	• Use a tree diagram, a table, or an organized list to represent the sample space for a compound event.	Conceptual Understanding Procedural Skill
	W	8					

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
January							
Week 19	R	9	TN-3	8.SP.B.4.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.	• Organize information about a compound event on a table, a tree diagram, or an organized list. • Find the probability of a compound event.	Procedural Skills & Fluency Application
	F	10					
	M	13	TN-4	8.SP.B.4	Find probabilities of and represent sample spaces for compound events using organized lists, tables, tree diagrams, and simulation.	• Use different tools to simulate a compound event. • Model a real-world compound event and predict its outcome using a simulation.	Conceptual Understanding Application
	T	14					
	W	15	TN 2, 3, 4	8.SP.B.4	Find probabilities of and represent sample spaces for compound events using organized lists, tables, tree diagrams, and simulation.	• Review • Assess - TN Standards Practice	
Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
January							
Week 20	R	16	Dr. Martin Luther King, Jr. Day - No School				
	F	17	6-1	8.G.A.1 8.G.A.1.a 8.G.A.1.b 8.G.A.1.c	Describe the effect of translations, ~~rotations, reflections, and dilations~~ on two-dimensional figures using coordinates. a. Verify informally that lines are taken to lines, and determine when line segments are taken to line segments of the same length. b. Verify informally that angles are taken to angles of the same measure. c. Verify informally that parallel lines are taken to parallel lines.	• Understand translations. • Translate a figure on a coordinate plane. • Describe a translation. • Use coordinates to describe the rules of a translation. • Translate a two-dimensional figure on a coordinate plane by mapping each of its vertices.	Conceptual Understanding Procedural Skills & Fluency

	M	**20**			**NO School MLK Day**		
	T	**21**	**6-2**	**8.G.A.1** **8.G.A.1.a** **8.G.A.1.b** **8.G.A.1.c**	**Describe the effect of ~~translations,~~ ~~rotations,~~ reflections, ~~and dilations~~ on two-dimensional figures using coordinates.** **a. Verify informally that lines are taken to lines, and determine when line segments are taken to line segments of the same length.** **b. Verify informally that angles are taken to angles of the same measure.** **c. Verify informally that parallel lines are taken to parallel lines.**	**• Understand and describe a reflection.** **• Reflect two-dimensional figures.** **• Understand reflections as a type of transformation and how they differ from translations.** **• Use coordinates to describe the image created by a reflection.** **• Reflect a two-dimensional figure on a coordinate plane.**	**Conceptual Understanding** **Procedural Skill & Fluency**
	W	**22**					

Time Period **January**			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**
Week 21	**R**	**23**	**6-3**	**8.G.A.1** **8.G.A.1.a** **8.G.A.1.b** **8.G.A.1.c**	**Describe the effect of ~~translations,~~ rotations, ~~reflections, and dilations~~ on two-dimensional figures using coordinates.** **a. Verify informally that lines are taken to lines, and determine when line segments are taken to line segments of the same length.** **b. Verify informally that angles are taken to angles of the same measure.**	**• Identify and perform rotations.** **• Determine how a rotation affects a two-dimensional figure.** **• Describe a rotation.**	**Conceptual Understanding** **Procedural Skill and Fluency**

	F	24			c. Verify informally that parallel lines are taken to parallel lines.		
	M	27	6-4	8.G.A.1 8.G.A.1.a 8.G.A.1.b 8.G.A.1.c	Describe the effect of translations, rotations, reflections, and ~~dilations~~ on two-dimensional figures using coordinates. a. Verify informally that lines are taken to lines, and determine when line segments are taken to line segments of the same length. b. Verify informally that angles are taken to angles of the same measure. c. Verify informally that parallel lines are taken to parallel lines.	• Understand a sequence of transformations. • Describe and perform a sequence of transformations. • Students will be able to apply their knowledge of transformations to solve problems.	Procedural Skills and Fluency Application
	T	28					
	W	29	3-Act	8.G.A.1	Describe the effect of translations, rotations, reflections, and ~~dilations~~ on two-dimensional figures using coordinates.	• Use mathematical modeling to represent a problem situation and to propose a solution.	Application
Week 22	R	30	6-5	8.G.A.1	Describe the effect of translations, rotations, reflections, and ~~dilations~~ on two-dimensional figures using coordinates.	• Understand congruence of figures using a series of transformations. • Identify congruent figures. • Use a sequence of transformations to justify the congruence of figures. • Understand that reflections, rotations, and translations are actions that produce congruent geometric figures.	Conceptual Understanding Procedural Skill and Fluency
	F	31					
	M	Feb 3	6- MID Topic	8.G.A.1	Describe the effect of translations, rotations, reflections, and ~~dilations~~ on two-dimensional figures using	MID-Topic 6 Checkpoint MID-Topic 6 Performance TASK MID-Topic 6 Assessment	***Refer to Teacher's Edition Grade 8 Volume 2

				8.G.A.1.a 8.G.A.1.b 8.G.A.1.c	coordinates. a. Verify informally that lines are taken to lines, and determine when line segments are taken to line segments of the same length. b. Verify informally that angles are taken to angles of the same measure. c. Verify informally that parallel lines are taken to parallel lines.		Topic 6 Overview Math Background: Rigor and Math Practices Pages 302D-302E
	T	4	6-6	8.G.A.1 8.G.A.1.d	Describe the effect of ~~translations, rotations, reflections, and~~ dilations on two-dimensional figures using coordinates. d. Make connections between dilations and scale factors.	• Understand dilations. • Dilate to enlarge or reduce a figure in a coordinate plane. • Verify the properties of a dilation. • Graph the image of a dilation given a fixed center and a common scale factor.	Conceptual Understanding Procedural Skill and Fluency
	W	5					
February							
Week 23	R	6	6-7	8.G.A.1	Describe the effect of ~~translations, rotations, reflections, and~~ dilations on two-dimensional figures using coordinates	• Understand similarity. • Complete a similarity transformation. • Identify similar figures. • Perform a sequence of transformations to identify similar figures.	Procedural Skill & Fluency Application
	F	7					

	M	10	6-8	8.G.A.2	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.~~	• Understand the relationships of angles formed by parallel lines and a transversal. • Identify relationships between angles formed by parallel lines and a transversal. • Determine the measures of angles formed by parallel lines cut by a transversal. • Reason about parallel lines.	Conceptual Understanding Procedural Skill & Fluency
	T	11					
	W	12	6-9	8.G.A.2	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.~~	• Understand the relationship of the interior angles of a triangle. • Find unknown angle measures. • Determine unknown measures of interior and exterior angles of triangles. • Write and solve algebraic equations to find angle measures.	Conceptual Understanding Application
Time Period **February**			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**
Week 24	R	13	6-9	8.G.A.2	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.~~	• Understand the relationship of the interior angles of a triangle. • Find unknown angle measures. • Determine unknown measures of interior and exterior angles of triangles. • Write and solve algebraic equations to find angle measures.	Conceptual Understanding Application
	F	14	6-10	8.G.A.2	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.	• Determine whether triangles are similar. • Solve problems involving similar triangles. • Determine triangle similarity by comparing the angle measures of the triangles. • Solve algebraic problems involving similar triangles.	Procedural Skill & Fluency Application

	M	**17**			**President's Day No School**		
	T	**18**	**Topic 6 Closing**	**8.G.A.1** **8.G.A.1.a** **8.G.A.1.b** **8.G.A.1.c** **8.G.A.1.d**	**Describe the effect of translations, rotations, reflections, and ~~dilations~~ on two-dimensional figures using coordinates.** **a. Verify informally that lines are taken to lines, and determine when line segments are taken to line segments of the same length.** **b. Verify informally that angles are taken to angles of the same measure.** **c. Verify informally that parallel lines are taken to parallel lines.** **d. Make connections between dilations and scale factors.**	**Topic 6 Assessment** **Topic 6 Performance TASK** *<u>Additional Curriculum Resource if needed</u>: TOPICS 1-6 CUMULATIVE/BENCHMARK ASSESSMENT* *Remediation/Intervention*	*****Refer to Teacher's Edition Grade 8 Volume 2 Topic 6 Overview Math Background: Rigor and Math Practices Pages 302D-302E**
	W	**19**		**8.G.A.2**	**2 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.**		

Time Period **February**			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**
Week 25	**R**	**20**	**Presidents' Day - No School**				
	F	**21**	**3 Act**	**8.G.B.3**	**Explain a model of the Pythagorean Theorem and its converse.**	• **Use mathematical modeling to represent a problem situation and to propose a solution.** • **Test and verify the appropriateness of their math models.** • **Explain why double the base and the height of a triangle, the area is more than double.**	**Application**

	M	24	7-1	8.G.B.3 8.G.B.4	Explain a model of the Pythagorean Theorem and its converse. Know and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	• Understand the Pythagorean Theorem. • Given two side lengths of a right triangle, use the Pythagorean Theorem to find the length of the third side. • Understand the proof of the Pythagorean Theorem. • Use the Pythagorean Theorem to find the length of the hypotenuse or a leg of a right triangle.	Conceptual Understanding Procedural Skills & Fluency
	T	25					
	W	26	7-2	8.G.B.3 8.G.B.4	Explain a model of the Pythagorean Theorem and its converse. Know and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	• Understand why the Converse of the Pythagorean Theorem is true. • Apply the Converse of the Pythagorean Theorem to identify right triangles. • Use the Converse of the Pythagorean Theorem to analyze two-dimensional shapes.	Conceptual Understanding Procedural Skill & Fluency
Time Period **February**			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**
Week 26	R	27	7- MID Topic	8.G.B.3 8.G.B.4	Explain a model of the Pythagorean Theorem and its converse. Know and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	MID-Topic Checkpoint MID-Topic Performance Task Mid-Topic Assessment	***Refer to Teacher's Edition Grade 8 Volume 2 Topic 7 Overview Math Background: Rigor and Math Practices Pages 384D-384E

	F	28	7-3	8.G.B.4	Know and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	• Apply the Pythagorean Theorem and its converse to solve real-world problems. • Apply the Pythagorean Theorem to solve problems that involve three dimensions.	Procedural Skill & Fluency Application
	M	Mar 3			PT Conference Day - No School		
	T	4	7-4	8.G.B.5	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	• Apply the Pythagorean Theorem to find the distance between two points on a map or coordinate plane. • Find the perimeter of a figure on a coordinate plane. • Identify the coordinates of the third vertex of a triangle on the coordinate plane.	Procedural Skill & Fluency Application
	W	5					
Time Period **March**			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**
Week 27	R	6	Topic 7 Closing	8.G.B.3 8.G.B.4	Explain a model of the Pythagorean Theorem and its converse. Know and apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Topic 4 Review - *may work best to phase in throughout the week with completion by Monday March 4th.* Topic 4 Assessment Topic 4 Performance Task	***Refer to Teacher's Edition Grade 8 Volume 2 Topic 7 Overview Math Background: Rigor and Math Practices Pages 384D-384E

				8.G.B.5	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
	F	7	8-1	8.G.C.6	Apply the formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.	• Calculate the surface areas of cylinders, cones, and spheres.	Procedural Skill & Fluency Conceptual Understanding
	M	10	8-2	8.G.C.6	Apply the formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.	• Identify and use the correct formula to calculate the volume of a cylinder. • Recognize the relationship between the volume of a rectangular prism and the volume of a cylinder. • Solve real-world problems involving the volume of a cylinder. • Use the formula for the volume of a cylinder to find an unknown measure.	Procedural Skill & Fluency Conceptual Understanding
	T	11	8-3	8.G.C.6	Apply the formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.	• Find the volume of a cone. • Recognize the relationship between the volume of a cylinder and the volume of a cone. • Use the Pythagorean Theorem when solving volume problems. • Find the volume of a cone. Given the circumference of the base, find the volume of a cone.	Procedural Skill & Fluency Conceptual Understanding
Time Period **March**			**SAVVAS Topic and Lesson**	**Content Standard**	**Content Standard**	**Mathematics Objective**	**Rigor**
	W	12	8-4	8.G.C.6	Apply the formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.	• Recognize the relationship between the volume of a cone and the volume of a sphere. • Find the volume of a sphere. Given the surface area, find the volume of a sphere. • Find the volume of a composite figure.	

Quarter 4: March 12, 2024 - May 21, 2024

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
March							
Week 28	R	13	Topic 8 Closing	8.G.C.6	Apply the formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.	Topic 8 Review Topic 8 Assessment Topic 8 Performance Task *Additional Curriculum Resource if needed: TOPICS 1-8 CUMULATIVE/BENCHMARK ASSESSMENT Remediation/Intervention*	***Refer to Teacher's Edition Grade 8 Volume 2 Topic 8 Overview Math Background: Rigor and Math Practices Pages 426D-426E
	F	14					
	M-F	17-21			BenchMark		
	M-F	24-28			Spring Break		
	M	31			TN READY TCAP REVIEW	Reteach MVPA #3 indicated standards for mastery	
	T	April 1			TN READY TCAP REVIEW	Reteach MVPA #3 indicated standards for mastery	

	W	2		TN READY TCAP REVIEW	Reteach MVPA #3 indicated standards for mastery	
Time Period						
April						
Week 29	R	3		TN READY TCAP REVIEW	Reteach MVPA #3 indicated standards for mastery	
	F	4		TN READY TCAP REVIEW	Reteach MVPA #3 indicated standards for mastery	
	M	7		Reteach MVPA #3 indicated standards for mastery		
	T	8		Reteach MVPA #3 indicated standards for mastery		
	W	9		Reteach MVPA #3 indicated standards for mastery		

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
April							
Week 30	M	14		TN Ready Testing			
	T	15		TN Ready Testing			
	W	16		TN Ready Testing			
	R	17		TN Ready Testing			
	F	18		No School Good Friday			

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
April							
Week	M	21		TN Ready Testing			

31	T	22		TN Ready Testing			
	W	23		TN Ready Testing			
	R	24		TN Ready Testing			
	F	25		No School Fish Fry			

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
May							
Week 33	M	28	Topic 1 Pick a Project	8.EE.A 8.NS.A	Work with radicals and integer exponents. Know that there are numbers that are not rational, and approximate them by rational numbers.	Refer to Teacher Edition Page 7-8 for overview, materials, guidelines, extensions, and scoring guide for all project options.	Application
	T	29					
	W	30					
	R	1					
	F	2	Project Presentations				

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
May							
Week 34	M	5	Topic 2 Pick a Project	8.EE.B 8.EE.C	Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations, linear inequalities, and systems of two linear equations.	Refer to Teacher Edition Page 87-88 for overview, materials, guidelines, extensions, and scoring guide for all project options.	Application
	T	6					
	W	7	Topic 3 Pick a Project	8.F.A 8.F.B	Define, evaluate, and compare functions. Use functions to model relationships between quantities.	Refer to Teacher Edition Page 163-164 for overview, materials, guidelines, extensions, and scoring guide for all project options.	Application
	R	8					
	F	9	Project Presentations				

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
May							
Week 35	M	12	Topic 4 Pick a Project	8.SP.A	Investigate patterns of association in bivariate data.	Refer to Teacher Edition Page 217-218 for overview, materials, guidelines, extensions, and scoring guide for all project options.	Application
	T	13					
	W	14	Topic 5 Pick a Project	8.EE.C	Analyze and solve linear equations, linear inequalities, and systems of two linear equations.	Refer to Teacher Edition Page 265-266 for overview, materials, guidelines, extensions, and scoring guide for all project options.	Application
	R	15					
	F	16	Project Presentations				

Time Period			SAVVAS Topic and Lesson	Content Standard	Content Standard	Mathematics Objective	Rigor
May							
Week 36	M	19	Topic 6 Pick a Project	8.G.A	Understand and describe the effects of transformations on two dimensional figures and use informal arguments to establish facts about angles. Understand congruence and similarity using physical models, transparencies, or geometry software.	Refer to Teacher Edition Page 307-308 for overview, materials, guidelines, extensions, and scoring guide for all project options.	Application
	T	20					
	W	21	Topic 7 Pick a Project	8.G.B	Understand and apply the Pythagorean Theorem.	Refer to Teacher Edition Page 389-390 for overview, materials, guidelines, extensions, and scoring guide for all project options.	Application
	R	22					
	F	23	Project Presentations				

Upon request, parent(s)/guardian(s) shall have the ability to inspect any textbooks and instructional materials including, but not limited to, teaching materials, handouts, and tests that are developed by and graded by their child's teacher. In order to view textbooks or instructional materials utilized by the Henry County School System, please refer to https://www.henryk12.net/page/student-instructional-resources-overview