

Mathematics – *PLANNED COURSE OUTLINE*

Avon Grove School District

Grade 8 Basic Pre-Algebra

State Benchmarks (K, 3, 5, 8, 11) & Grade Specific Benchmarks	Eligible Content	Instructional Strategies and Resources
Standard: 2.1. Numbers, Number Systems and Number Relationships		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Rational numbers can be written in equivalent forms • Expressions can be simplified 		Essential Questions: <ol style="list-style-type: none"> 1. What makes a number rational? 2. Why and how do we use various forms of rational numbers?
A. Represent and use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, exponents, scientific notation, and square roots).	Represent numbers using scientific notation and/or exponential forms. M8.A.1.1.1	2-2, 2-7, 2-8
B. Simplify numerical expressions involving exponents, scientific notation and using order of operations.	Find the square or cube of a whole number (single digit) and/or the square root of a perfect square (without a calculator) and explain the relationship between the two (i.e. square and square root). M8.A.1.1.2 Simplify numeric expressions involving integers, using the order of operations. M8.A.2.1.1	1-1, 2-7, 2-8
C. Distinguish between and order rational and irrational numbers.	Locate/identify decimals, fractions, mixed numbers and/or integers on a number line. M7.A.1.2.2 Grade 7	1-2, 2-3, 3-1

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Standard: 2.1. Numbers, Number Systems and Number Relationships		
D. Apply ratio and proportion to mathematical problem situations involving distance, rate, time and similar triangles.	Represent or solve rate problems (e.g., unit rates, simple interest, distance, etc.) Students may be asked to solve for any term (formulas provided on the reference sheet for distance and interest). M8.A.2.2.2	4-1, 4-4
E. Simplify and expand algebraic expressions using exponential forms	Find the square or cube of a whole number (single digit) and/or the square root of a perfect square (without a calculator) and explain the relationship between the two. M8.A.1.1.2 Determine the value of an algebraic expression by simplifying and/or substituting a number for the variable. M8.D.2.1.3	2-7, 3-1, 6-2
F. Use the number line model to demonstrate integers and their applications	Simplify numeric expressions involving integers, using the order of operations. M8.A.2.1.1	1-3, 1-4
G. Use the inverse relationships between addition, subtraction, multiplication, division, exponentiation and root extraction to determine unknown quantities in equations.	Solve one- or two-step equations and inequalities. M8.D.2.1.1	1-6, 1-7

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Standard: 2.2 Computation and Estimation		
<p>Enduring Understandings: Students will understand that:</p> <ul style="list-style-type: none"> You need to follow the order of operations when computing with various forms of numbers Certain situations require estimation 	<p>Essential Questions:</p> <ol style="list-style-type: none"> Why do we use the order of operations? In what situations would estimation be appropriate? In what situations would an exact answer be appropriate? How are the basic operations related to each other? 	
<p>A. Complete calculations by applying the order of operations.</p>	<p>Simplify numeric expressions involving integers, using the order of operations. (May include all types of grouping symbols. No combining negatives with exponents [4^{-3}] or compound exponents.). M8.A.2.1.1</p>	<p align="center">1-1</p>
<p>B. Add, subtract, multiply and divide different kinds and forms of rational numbers including integers, decimal fractions, percents and proper and improper fractions.</p>	<p>Add, subtract, multiply and/or divide integers, fractions and/or decimals with and without a calculator (straight computation or word problems). M8.A.3.3.1</p>	<p align="center">1-3, 1-4, 2-4, 2-5, 5-4, 5-5, 5-6, 5-7</p>
<p>C. Estimate the value of irrational numbers.</p>	<p>Simplify square roots. M11.A.1.1.3 Grade 11</p>	<p align="center">3-1</p>

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Standard: 2.2 Computation and Estimation		
D. Estimate amount of tips and discounts using ratios, proportions and percents.	Solve problems involving percents (e.g., tax, discounts, etc). Do not include percent increase or decrease. M8.A.2.2.1 Estimate answers to problems involving percents (percents will be limited to: 1%, 10%, 15%, 20%, 25%, 50% or 75%). M8.A.3.2.1	5-2, 5-3, 5-4
E. Determine the appropriateness of overestimating or underestimating in computation.	Identify, use and/or explain when it is appropriate to round up or round down. M8.A.3.1.1	4-1
F. Identify the difference between exact value and approximation and determine which is appropriate for a given situation.	Identify, apply and/or explain when an exact answer is needed or when estimation is appropriate. M8.A.3.1.2	8-4, 8-8

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Standard: 2.3 Measurement and Estimation		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Measurements can be calculated by choosing and applying a formula 		Essential Questions: <ol style="list-style-type: none"> 1. Why are formulas used in measurement? 2. What are the relationships among different units of measurement?
A. Develop formulas and procedures for determining measurements (e.g., area, volume, distance).	Convert from Fahrenheit to Celsius or Celsius to Fahrenheit. M8.B.1.1.4 Calculate the surface area of cubes and rectangular prisms. M8.B.2.2.1 Calculate the volume of cubes and rectangular prisms. M8.B.2.2.2	2-6a, 8-4, 8-6
B. Solve rate problems (e.g., rate \times time = distance, principal \times interest rate = interest).	Represent or solve rate problems (e.g., unit rates, simple interest, distance, etc.) Students may be asked to solve for any term (formulas provided on the reference sheet for distance and interest). M8.A.2.2.2	5-7
C. Measure angles in degrees and determine relations of angles.	Determine the measurement of one interior angle of a regular polygon (3-8 sided polygons, formula provided on the reference sheet). M8.B.2.1.2	7-5
D. Estimate, use and describe measures of distance, rate, perimeter, area, volume, weight, mass and angles.	Determine the total number of degrees in the interior angles of a polygon in 3 – 8 sided figures. M8.B.2.1.1 Determine the number of sides of a polygon given the total number of degrees in the interior angles. M8.B.2.1.3 Determine the appropriate type of measurement (circumference, perimeter, area, surface area, volume) for a given situation. M8.B.2.2.3	7-5, 8-9, 8-4, 8-5, 8-6, 8-7

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Standard: 2.3 Measurement and Estimation		
E. Describe how a change in linear dimension of an object affects its perimeter, area and volume.	Describe how a change in the linear dimension of a figure affects its perimeter, circumference, area or volume. M11.B.2.3.1 Grade 11	Supplement 4-5
F. Use scale measurements to interpret maps or drawings.	Interpret and/or apply scales shown on maps, blueprints, models, etc. M7.B.2.2.1 Grade 7	4-6
G. Create and use scale models	Interpret and/or apply scales shown on maps, blueprints, models, etc. M7.B.2.2.1 Grade 7	4-6
Grade 5 Standard: A. Convert linear measurements within the same system.	Convert among metric measurements (milli, centi, kilo using meter, liter and gram) (table of equivalency provided on the reference sheet). M8.B.1.1.1 Convert customary measurements up to 2 units above or below the given unit (e.g. inches to yards, pints to gallons) (table of equivalency provided on the reference sheets). M8.B.1.1.2 Convert time up to 2 units above or below given unit (e.g. seconds to hours). M8.B.1.1.3 Convert from Fahrenheit to Celsius or Celsius to Fahrenheit (formulas provided on the reference sheet). M8.B.1.1.4	Integrated into Science Class

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Standard: 2.4 Mathematical Reasoning and Connections		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Logical connections can be made throughout mathematics 		Essential Questions: <ol style="list-style-type: none"> 1. How does logical reasoning help in decision making in mathematics? 2. How can you apply prior knowledge of various concepts to understand new material?
A. Make conjectures based on logical reasoning and test conjectures by using counter-examples.		Integrate into lessons throughout the year
B. Combine numeric relationships to arrive at a conclusion.		1-5
C. Use if...then statements to construct simple, valid arguments.		
D. Construct, use and explain algorithmic procedures for computing and estimating with whole numbers, fractions, decimals and integers.	Simplify numeric expressions involving integers, using the order of operations. M8.A.2.1.1	1-5
E. Distinguish between inductive and deductive reasoning.		7-2 Deductive Reasoning 11-1 Inductive Reasoning
F. Use measurements and statistics to quantify issues (e.g., in family, consumer science situations).		

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Standard: 2.5 Mathematical Problem Solving and Communication		
Enduring Understandings: Students will understand that; <ul style="list-style-type: none"> • Problems can be solved in various ways 	Essential Questions: <ol style="list-style-type: none"> 1. What information is pertinent to solving a problem? 2. How does precise mathematical language help show our understanding to the solution of a problem? 3. How does mathematical reasoning help us to solve problems? 4. How do you choose an appropriate strategy to solve a problem? 	
A. Invent, select, use and justify the appropriate methods, materials and strategies to solve problems.	Problem Solving Handbook in text Supplement with lessons from Problem Solver	
B. Verify and interpret results using precise mathematical language, notation and representations, including numerical tables and equations, simple algebraic equations and formulas, charts, graphs and diagrams.		
C. Justify strategies and defend approaches used and conclusions reached.		
D. Determine pertinent information in problem situations and whether any further information is needed for solution.		

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Standard: 2.6. Statistics and Data Analysis		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Data and data displays can be analyzed in a variety of ways 		Essential Questions: <ol style="list-style-type: none"> 1. What criteria do we use when choosing a data display? 2. In what ways can data and data displays be misleading?
A. Compare and contrast different plots of data using values of mean, median, mode, quartiles and range.	Choose and/or explain the correct representation (graph) for a set of data. M8.E.1.1.1 Analyze data and/or answer questions pertaining to data shown in multiple line graphs, circle graphs or histograms. M8.E.1.1.2 Interpret data shown in stem-and-leaf or box-and-whisker plots. M8.E.1.1.3	9-1, 9-4, 9-5, 9-6, 9-8, 9-9
B. Explain effects of sampling procedures and missing or incorrect information on reliability.	Make predictions based on survey results or graphs (bar, line, circle, scatter plots, etc.). M8.E.4.1.2	10-3
C. Fit a line to the scatter plot of two quantities and describe any correlation of the variables.	Fit a line to a scatter plot and/or describe any correlation between the two variables (positive, negative, strong, weak or none). M8.E.4.1.1	9-7

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Standard: 2.4 Mathematical Reasoning and Connections		
D. Design and carry out a random sampling procedure.		Supplement
E. Analyze and display data in stem-and-leaf and box-and-whisker plots.	Interpret data shown in stem-and-leaf or box-and-whisker plots. M8.E.1.1.3	9-5, 9-6
F. Use scientific and graphing calculators and computer spreadsheets to organize and analyze data.	Analyze data and/or answer questions pertaining to data shown in multiple line graphs, circle graphs or histograms M8.E.1.1.2 Interpret data shown in stem-and –leaf or box-and-whisker plots M8.E.1.1.3	Lab activities 9-2b, 9-6b, 9-9b, 10-3b
G. Determine the validity of the sampling method described in studies published in local or national newspapers.		

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Standard: 2.7 Probability and Predictions		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Predictions can be made by using probability 		Essential Questions: <ol style="list-style-type: none"> 1. How do you use given information to help determine the number of possible outcomes in a situation? 2. When would you use probability? 3. How do past observations help predict future outcomes?
A. Determine the number of combinations and permutations for an event.	Determine/show the number of permutations and/or combinations for an event using up to four choices (e.g., organized list, etc.). M8.E.3.2.1	10-5, 10-6
B. Present the results of an experiment using visual representations (e.g., tables, charts, graphs).	Choose and/or explain the correct representation (graph) for a set of data. M8.E.1.1.1	9-9
C. Analyze predictions (e.g., election polls).	Make predictions based on survey results or graphs (bar, line, circle, scatterplots, etc.). M8.E.4.1.2	10-2, 10-3
D. Compare and contrast results from observations and mathematical models.		Supplement
E. Make valid inferences, predictions and arguments based on probability.	Find the probability for a mutually exclusive or an independent event (written as a fraction in simplest form). M8.E.3.1.1	10-1, 10-4

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Standard: 2.8 Algebra and Functions		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Tables and graphs show the relationship between two quantities • Different methods can be used to solve equations and inequalities for an unknown quantity 		Essential Questions: <ol style="list-style-type: none"> 1. How can the relationship between two quantities be shown? 2. How can expressions, equations, and inequalities be used to model situations? 3. Why do we use patterns?
A. Apply simple algebraic patterns to basic number theory and to spatial relations	Continue a numeric or algebraic pattern. M8.D.1.1.1	11-1
B. Discover, describe and generalize patterns, including linear, exponential and simple quadratic relationships.	Continue a numeric or algebraic pattern. M8.D.1.1.1 Find missing elements in numeric or geometric patterns and/or functions. M8.D.1.1.2	11-1, 11-3
C. Create and interpret expressions, equations or inequalities that model problem situations.	Match a written situation to its numeric and/or algebraic expression, equation or inequality. M8.D.2.2.1 Write and/or solve an equation for a given problem situation. M8.D.2.2.2	1-6, 1-7, 6-3, 6-4, 6-5, 6-6, 11-6
D. Use concrete objects to model algebraic concepts.	Solve one or two step equations or inequalities M8.D.2.1.1	1-6a, 6-1a, 6-2a, 11-1b
E. Select and use a strategy to solve an equation or inequality explain the solution and check the solution for accuracy.	Solve one- or two-step equations and inequalities. M8.D.2.1.1 Use substitution to check the accuracy of a given value an equation or an inequality. M8.D.2.1.2	1-6, 1-7, 3-5, 6-1, 6-3, 6-4, 6-5, 6-6

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Standard: 2.8 Algebra and Functions		
F. Solve and graph equations and inequalities using scientific and graphing calculators and computer spreadsheets.		Supplement
G. Represent relationships with tables or graphs in the coordinate plane and verbal or symbolic rules.	<p>Determine the rule of a function (given elements in an input-output table, chart or list – limit to linear functions). M8.D.1.1.3</p> <p>Match the graph of a linear function to its x/y table (integers only). M8.D.4.1.2</p> <p>Match the linear equation ($y = mx + b$ form) to the x/y table (integers only in the table). M8.D.4.1.3</p>	3-5, 11-6, 11-7b
H. Graph a linear function from a rule or table.	Graph a linear function based on an x/y table (integers only). M8.D.4.1.1	11-5, 11-6, 11-7b
I. Generate a table or graph from a function and use graphing calculators and computer spreadsheets to graph and analyze functions.	<p>Match the graph of a linear function to its x/y table (integers only). M8.D.4.1.2</p> <p>Match the linear equation ($y = mx + b$ form) to the x/y table (integers only in the table). M8.D.4.1.3</p>	11-5, 11-6, 11-7b
J. Show that an equality relationship between two quantities remains the same as long as the same change is made to both quantities; explain how a change in one quantity determines another quantity in a functional relationship.	Match a written situation to its numeric and/or algebraic expression, equation or inequality. M8.D.2.2.1	1-6, 1-7, 6-1, 6-5, 6-6 Guided Problem Solving Pg.279

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Standard: 2.9 Geometry		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Shapes, lines, angles and solids all have specific properties 		Essential Questions: 1. How do we use geometric properties to describe the relationships among shapes, lines, angles, and solids?
A. Construct figures incorporating perpendicular and parallel lines, the perpendicular bisector of a line segment and an angle bisector using computer software.		Supplement
B. Draw, label, measure and list the properties of complementary, supplementary and vertical angles.	Define, identify and/or use properties of angles formed by intersecting lines (complementary, supplementary, adjacent and/or vertical angles). M8.C.1.1.2	7-1, 7-2, 7-2b
C. Classify familiar polygons as regular or irregular up to a decagon.	Plot, locate or identify ordered pairs on a coordinate plane. M8.C.3.1.1	3-4, 3-7, 3-8
D. Identify, name, draw and list all properties of squares, cubes, pyramids, parallelograms, quadrilaterals, trapezoids, polygons, rectangles, rhombi, circles, spheres, triangles, prisms and cylinders.	Match the three-dimensional figure with its net (cube, cylinder, cone, prism, pyramid). Any measurements used should be consistent in the stem and answer choices. M8.C.1.1.1 Plot, locate or identify ordered pairs on a coordinate plane (the point may be a vertex of a polygon). M8.C.3.1.1	3-7, 3-8, 7-4, 8-3
E. Construct parallel lines draw a transversal and measure and compare angles formed (e.g., alternate interior and exterior angles).	Define, identify and/or use properties of angles formed when two parallel lines are cut by a transversal. M8.C.1.1.3	7-2

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Standard: 2.9 Geometry		
F. Distinguish between similar and congruent polygons.	Identify and/or use polygons that are similar and/or congruent, given either measurements or tic and angle marks. M7.C.1.2.1 Grade 7	4-4
G. Approximate the value of π (pi) through experimentation.	Identify, describe and/or define diameter, radius, chord and/or circumference in circles. M7.C.1.1.1 Grade 7	Supplement
H. Use simple geometric figures (e.g., triangles, squares) to create, through rotation, transformational figures in three dimensions.	Draw or identify a translation (slide), reflection (flip) or rotation (turn) of a 2-dimensional shape. M5.C.2.1.1 Grade 5	3-6, 3-7, 3-8
I. Generate transformations using computer software.	Draw or identify a translation (slide), reflection (flip) or rotation (turn) of a 2-dimensional shape. M5.C.2.1.1 Grade 5	Supplement
J. Analyze geometric patterns (e.g., tessellations, sequences of shapes) and develop descriptions of the patterns.	Find missing elements in numeric or geometric patterns and/or functions (may be given a table or rule – pattern must show 3 repetitions). M8.D.1.1.2	3-8, Extension Pg. 150 11-1, 11-3

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Standard: 2.9 Geometry		
K. Analyze objects to determine whether they illustrate tessellations, symmetry, congruence, similarity and scale.	Grade 5 Draw or identify a translation (slide), reflection (flip) or rotation (turn) of a 2-dimensional shape. M5.C.2.1.1 Identify the number of lines of symmetry and/or draw all lines of symmetry in a two-dimensional polygon. M5.C.2.1.2	3-6, 3-7, 3-8
	Grade 7 Interpret and/or apply scales shown on maps, blueprints, models, etc. M7.B.2.2.1 Identify and/or use polygons that are similar and/or congruent, given either measurements or tic and angle marks. M7.C.1.2.1	4-4, 4-6, 4-7
	Grade 11 Identify and/or use properties of congruent and similar polygons or solids. M11.C.1.3.1	8-9

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Standard: 2.10 Trigonometry		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Lengths of missing sides in a triangle can be found by using the properties of triangles 		Essential Questions: <ol style="list-style-type: none"> 1. What relationships exist in a right triangle? 2. When in indirect measurement necessary?
A. Compute measures of sides and angles using proportions, the Pythagorean Theorem and right triangle relationships.	Use the Pythagorean Theorem to find the measure of a missing side of a right triangle (formula provided on the reference sheet – whole numbers only). M8.C.1.2.1	3-2, 3-3
B. Solve problems requiring indirect measurement for lengths of sides of triangles.	Grade 7 Identify corresponding sides and/or angles of congruent or similar polygons. M7.C.1.2.2	4-4, 4-7

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Standard: 2.11 Concepts of Calculus		
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> A change in one quantity can effect another quantity 	Essential Questions: 1. How can a change in one quantity affect another?	
A. Analyze graphs of related quantities for minimum and maximum values and justify the findings.		Supplement
B. Describe the concept of unit rate, ratio and slope in the context of rate of change.	Represent or solve rate problems (e.g., unit rates, simple interest, distance, etc.). M8.A.2.2.2	4-1, 5-7 Problem Solving Pg. 156
C. Continue a pattern of numbers or objects that could be extended infinitely.	Continue a numeric or algebraic pattern. M8.D.1.1.1	11-1

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