



Arizona's Draft Standards Mathematics

Eighth Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
Draft Standards for Public Comment

Eighth Grade Overview

The Number System (NS)

- Understand that there are numbers that are not rational, and approximate them by using rational numbers.

Expressions and Equations (EE)

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations, inequalities, and pairs of simultaneous linear equations.

Functions (F)

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry (G)

- Understand congruence and similarity.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Statistics and Probability (SP)

- Investigate patterns of association in bivariate data.
- Investigate chance processes and develop, use, and evaluate probability models.

Standards for Mathematical Practices (MP)

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.

Eighth Grade: Critical Areas

In eighth grade, instructional time should focus on three critical areas:

- 1. Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations.**
- 2. Grasping the concept of a function and using functions to describe quantitative relationships.**
- 3. Analyzing two- and three-dimensional space and figures using distance, angle, similarity, congruence, and understanding and applying the Pythagorean Theorem.**

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x -coordinate changes by an amount A , the output or y -coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y -intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds true; for example, by decomposing a square in two different ways. They apply the Pythagorean

Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years.

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Eighth Grade: Mathematics Standards

The Number System (NS)

8.NS.A	Understand that there are numbers that are not rational, and approximate them by using rational numbers.
8.NS.A.1	Understand informally that every number has a decimal expansion; rational numbers are those with decimal expansions that terminate in zeros or eventually repeat. Know that other numbers are called irrational.
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.

Expressions and Equations (EE)

8.EE.A	Work with radicals and integer exponents.
8.EE.A.1	Understand and apply the properties of integer exponents to generate equivalent expressions.
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. a. Evaluate square roots of perfect squares less than or equal to 225, and rewrite non-perfect squares in equivalent form. b. Evaluate cube roots of perfect cubes less than or equal to 625, and rewrite non-perfect cubes in equivalent form.
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 express how many times larger or smaller one is than the other.
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. Interpret scientific notation that has been generated by technology.

8.EE.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.
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 $(0, b)$.
8.EE.C	Analyze and solve linear equations, inequalities, and pairs of simultaneous linear equations.
8.EE.C.7	<p>Solve linear equations and inequalities in one variable.</p> <p>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).</p> <p>b. Solve linear equations and inequalities with rational number coefficients, including solutions that require expanding expressions using the distributive property and collecting like terms.</p>
8.EE.C.8	<p>Analyze and solve pairs of simultaneous linear equations.</p> <p>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.</p> <p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.</p> <p>c. Solve real-world and mathematical problems leading to two linear equations in two variables.</p>

Functions (F)	
8.F.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. (Function notation is not required in Grade 8.)
8.F.A.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
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.
8.F.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 a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, its graph, or its table of values.
8.F.B.5	Describe qualitatively the functional relationship between two quantities by analyzing linear and nonlinear graphs. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
Geometry (G)	
8.G.A	Understand congruence and similarity.
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations. Properties include: line segments taken to line segments of the same length, angles taken to angles of the same measure, parallel lines taken to parallel lines.

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 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 (rotations and dilations about the origin).
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.
8.G.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 dimensions and three dimensions (in regards to slant height).
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

8.G.C	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
8.G.C.9	Understand and use given formulas for the volume of cones, cylinders and spheres to solve real-world and mathematical problems.
Statistics and Probability (SP)	
8.SP.A	Investigate patterns of association in bivariate data.
8.SP.A.1	Construct and interpret scatter plots for bivariate measurement data to investigate and describe patterns of association between two quantities.
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 by judging the closeness of the data points to the line.
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.
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 to describe a possible association between the two variables.

8.SP.B	Investigate chance processes and develop, use, and evaluate probability models.
8.SP.B.1	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. Identify the outcomes in the sample space which compose the event.</p> <p>c. Design and use a simulation to generate frequencies for compound events.</p>
8.MP	Standards for Mathematical Practices
8.MP.1	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, “Does this make sense?” to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.</p>

8.MP.2	<p>Reason abstractly and quantitatively.</p> <p>Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the meaning of the numbers, the units, and the operations that the symbols represent. Mathematically proficient students know and flexibly use different properties of operations, numbers, and geometric objects and when appropriate they interpret their solution in terms of the context.</p>
8.MP.3	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures. Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in words (oral or written). Students critique others by affirming, questioning, or debating the reasoning of others. They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it. Mathematically proficient students can communicate their arguments, compare them to others, and reconsider their own arguments in response to the critiques of others.</p>
8.MP.4	<p>Model with mathematics.</p> <p>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically proficient students use their model to analyze the relationships and draw conclusions. They interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>

8.MP.5	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and their limitations. Students deepen their understanding of mathematical concepts when using tools to visualize, explore, compare, communicate, make and test predictions, and understand the thinking of others.</p>
8.MP.6	<p>Attend to precision.</p> <p>Mathematically proficient students clearly communicate to others and craft careful explanations to convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.</p>
8.MP.7	<p>Look for and make use of structure.</p> <p>Mathematically proficient students use structure and patterns to provide form and stability when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas and notations into familiar relationships. Mathematically proficient students manage their own progress, stepping back for an overview and shifting perspective when needed.</p>
8.MP.8	<p>Look for and express regularity in repeated reasoning.</p> <p>Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics which leads to fluency.</p>