



SOUTHERN LEHIGH SCHOOL DISTRICT

5775 Main Street
Center Valley, PA 18034

Scope and Sequence for **Extended Grade 7 Mathematics**

Standards for Mathematical Practice:

MP1 Make sense of problems and persevere in solving them.
MP2 Reason abstractly and quantitatively.
MP3 Construct viable arguments and critique the reasoning of others.
MP4 Model with mathematics.

MP5 Use appropriate tools strategically.
MP6 Attend to precision.
MP7 Look for and make use of structure.
MP8 Look for and express regularity in repeated reasoning.

7.RP – Ratios and Proportional Relationships

CCSSM

Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks $1/2$ mile in each $1/4$ hour, compute the unit rate as the complex fraction $1/2 / 1/4$ miles per hour, equivalently 2 miles per hour.*

7.RP.2 Recognize and represent proportional relationships between quantities

- Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
- Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

This section continues on the next page...

PA Core Standards for Mathematics

CC.2.1.7.D.1

Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

This section continues on the next page...

7.RP – Ratios and Proportional Relationships – *Continued...*

CCSSM	PA Core Standards for Mathematics
<p>7.RP.1, 7.RP.2 <i>Continued...</i></p> <p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p>	<p>CC.2.1.7.D.1 <i>Continued...</i></p>
<p>Pennsylvania System of School Assessment (PSSA) M07.A-R Ratios and Proportional Relationships</p>	
<p>M07.A-R.1 Demonstrate an understanding of proportional relationships.</p>	
<p>M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.</p>	<p>M07.A-R.1.1.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>Example: If a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $1/2 \div 1/4$ miles per hour, equivalently 2 miles per hour.</i></p> <p>M07.A-R.1.1.2 Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).</p> <p>M07.A-R.1.1.3 Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>M07.A-R.1.1.4 Represent proportional relationships by equations. <i>Example: If total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p> <p>M07.A-R.1.1.5 Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p> <p>M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease.</i></p>

7.NS – The Number System

CCSSM

PA Core Standards for Mathematics

Apply and extend previous understanding of operations with fractions.

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
- b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- d. Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
- b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
- c. Apply properties of operations as strategies to multiply and divide rational numbers.
- d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

This section continues on the next page...

CC.2.1.7.E.1

Apply and extend previous understandings of operations with fractions to operations with rational numbers.

This section continues on the next page...

7.NS – The Number System – Continued...

CCSSM		PA Core Standards for Mathematics	
7.NS.1, 7.NS.2, 7.NS.3 <i>Continued...</i>		CC.2.1.7.E.1 <i>Continued...</i>	
Pennsylvania System of School Assessment (PSSA)		M07.A-N The Number System	
M07.A-N.1 Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.			
M07.A-N.1.1 Solve real-world and mathematical problems involving the four operations with rational numbers.		M07.A-N.1.1.1 Apply properties of operations to add and subtract rational numbers, including real-world contexts. M07.A-N.1.1.2 Represent addition and subtraction on a horizontal or vertical number line. M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats.	

7.EE – Expressions and Equations

CCSSM		PA Core Standards for Mathematics	
Use properties of operations to generate equivalent expressions.		CC.2.2.7.B.1	
7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		Apply properties of operations to generate equivalent expressions.	
Pennsylvania System of School Assessment (PSSA)		M07.B-E Expressions and Equations	
M07.B-E.1 Represent expressions in equivalent forms.			
M07.B-E.1.1 Use properties of operations to generate equivalent expressions.		M07.B-E.1.1.1 Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. <i>Example 1:</i> The expression $\frac{1}{2} \cdot (x + 6)$ is equivalent to $\frac{1}{2} \cdot x + 3$. <i>Example 2:</i> The expression $5.3 - y + 4.2$ is equivalent to $9.5 - y$ (or $-y + 9.5$). <i>Example 3:</i> The expression $4w - 10$ is equivalent to $2(2w - 5)$.	
7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i>		CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.	
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>		<i>This section continues on the next page...</i>	
<i>This section continues on the next page...</i>		<i>This section continues on the next page...</i>	

7.EE – Expressions and Equations – Continued...

CCSSM	PA Core Standards for Mathematics
<p>7.EE.2, 7.EE.3 Continued...</p> <p>7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>	<p>CC.2.2.7.B.3 Continued...</p>
Pennsylvania System of School Assessment (PSSA)	
M07.B-E.2 Solve real-life and mathematical problems using numerical and algebraic expressions, equations, and inequalities	
<p>M07.B-E.2.1 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers.</p>	<p>M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. <i>Example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50 (or $1.1 \times \\$25 = \\27.50).</i></p>
<p>M07.B-E.2.2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems.</p>	<p>M07.B-E.2.2.1 Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. <i>Example: The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>M07.B-E.2.2.2 Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers, and graph the solution set of the inequality. <i>Example: A salesperson is paid \$50 per week plus \$3 per sale. This week she wants her pay to be at least \$100. Write an inequality for the number of sales the salesperson needs to make, and describe the solutions.</i></p>
<p>M07.B-E.2.3 Determine the reasonableness of the answer(s) in problem solving situations.</p>	<p>M07.B-E.2.3.1 Determine the reasonableness of an answer(s), or interpret the solution(s) in the context of the problem. <i>Example: If you want to place a towel bar that is $9 \frac{3}{4}$ inches long in the center of a door that is $27 \frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p>

7.G – Geometry

CCSSM	PA Core Standards for Mathematics
<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p>7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p>	<p>CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.</p>
<p>Pennsylvania System of School Assessment (PSSA) M07.C-G Geometry</p>	
<p>M07.C-G.1 Demonstrate an understanding of geometric figures and their properties</p>	
<p>M07.C-G.1.1 Describe and apply properties of geometric figures.</p>	<p>M07.C-G.1.1.1 Solve problems involving scale drawings of geometric figures, including finding length and area.</p> <p>M07.C-G.1.1.2 Identify or describe the properties of all types of triangles based on angle and side measure.</p> <p>M07.C-G.1.1.3 Use and apply the triangle inequality theorem.</p> <p>M07.C-G.1.1.4 Describe the two-dimensional figures that result from slicing three-dimensional figures. <i>Example: Describe plane sections of right rectangular prisms and right rectangular pyramids.</i></p>
<p>Solve real-life and mathematical problems involving angle measure, area, surface, area, and volume.</p> <p>7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p>7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p><i>This section continues on the next page...</i></p>	<p>CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.</p> <p><i>This section continues on the next page...</i></p>

7.G – Geometry – Continued...

CCSSM	PA Core Standards for Mathematics
7.G.4 , 7.G.5, 7.G.6 <i>Continued...</i>	CC.2.3.7.A.1 <i>Continued...</i>
M07.C-G Geometry	
M07.C-G.2 Solve real-world and mathematical problems involving angle measure, circumference, area, surface area, and volume.	
M07.C-G.2.1 Identify, use and describe properties of angles and their measures.	M07.C-G.2.1.1 Identify and use properties of supplementary, complementary, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
	M07.C-G.2.1.2 Identify and use properties of angles formed when two parallel lines are cut by a transversal (e.g., angles may include alternate interior, alternate exterior, vertical, corresponding).
M07.C-G.2.2 Determine circumference, area, surface area, and volume.	M07.C-G.2.2.1 Find the area and circumference of a circle. Solve problems involving area and circumference of a circle(s). Formulas will be provided.
	M07.C-G.2.2.2 Solve real-world and mathematical problems involving area, volume, and surface area of two and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. Formulas will be provided.

7.SP – Statistics and Probability

CCSSM	PA Core Standards for Mathematics
Use random sampling to draw inference about a population. 7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. 7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts.
M07.D-S Statistics and Probability	
M07.D-S.1 Use random sampling to draw inferences about a population.	
M07.D-S.1.1 Use random samples.	M07.D-S.1.1.1 Determine whether a sample is a random sample given a real-world situation.
	M07.D-S.1.1.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Example 1: Estimate the mean word length in a book by randomly sampling words from the book. Example 2: Predict the winner of a school election based on randomly sampled survey data.

7.SP – Statistics and Probability – Continued...

CCSSM	PA Core Standards for Mathematics
<p>Draw informal comparative inference about two populations.</p> <p>7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p>7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</p> <p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>	<p>CC.2.4.7.B.2 Draw informal comparative inferences about two populations.</p>
<p>Pennsylvania System of School Assessment (PSSA) M07.D-S Statistics and Probability</p>	
<p>M07.D-S.2 Draw comparative inferences about populations.</p>	
<p>M07.D-S.2.1 Use statistical measures to compare two numerical data distributions.</p>	<p>M07.D-S.2.1.1 Compare two numerical data distributions using measures of center and variability. <i>Example 1: The mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team. This difference is equal to approximately twice the variability (mean absolute deviation) on either team. On a line plot, note the difference between the two distributions of heights. Example 2: Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth grade science book.</i></p>
<p>7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would</i></p> <p><i>This section continues on the next page...</i></p>	<p>CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.</p> <p><i>This section continues on the next page...</i></p>

7.SP – Statistics and Probability – Continued...

CCSSM	PA Core Standards for Mathematics
<p>7.SP.6 Continued...</p> <p>7.SP.7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>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.</p> <p>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.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>	<p>CC.2.4.7.B.3 Continued...</p>
<p>Pennsylvania System of School Assessment (PSSA) M07.D-S Statistics and Probability</p>	
<p>M07.D-S.3 Investigate chance processes and develop, use, and evaluate probability models.</p>	
<p>M07.D-S.3.1 Predict or determine the likelihood of outcomes.</p>	<p>M07.D-S.3.1.1 Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible (i.e., a probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event).</p>
<p>M07.D-S.3.2 Use probability to predict outcomes.</p>	<p>M07.D-S.3.2.1 Determine the probability of a chance event given relative frequency. Predict the approximate relative frequency given the probability. <i>Example: When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> <p>M07.D-S.3.2.2 Find the probability of a simple event, including the probability of a simple event not occurring. <i>Example: What is the probability of not rolling a 1 on a number cube?</i></p> <p>M07.D-S.3.2.3 Find probabilities of independent compound events using organized lists, tables, tree diagrams, and simulation.</p>

8.NS – The Number System

CCSSM	PA Core Standards for Mathematics
<p>Know that there are numbers that are not rational, and approximate them by rational numbers.</p> <p>8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p>	<p>CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties.</p>
<p>8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i></p>	<p>CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers.</p>
<p>Pennsylvania System of School Assessment (PSSA) M08.A-N The Number System</p>	
<p>M08.A-N.1 Demonstrate an understanding of rational and irrational numbers</p>	
<p>M08.A-N.1.1 Apply concepts of rational and irrational numbers.</p>	<p>M08.A-N.1.1.1 Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths). M08.A-N.1.1.2 Convert a terminating or repeating decimal into a rational number (limit repeating decimals to thousandths). M08.A-N.1.1.3 Estimate the value of irrational numbers without a calculator (limit whole number radicand to less than 144). <i>Example: $\sqrt{5}$ is between 2 and 3 but closer to 2.</i> M08.A-N.1.1.4 Use rational approximations of irrational numbers to compare and order irrational numbers. M08.A-N.1.1.5 Locate/identify rational and irrational numbers at their approximate locations on a number line.</p>

8.EE – Expressions and Equations

CCSSM	PA Core Standards for Mathematics
<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p>8.EE.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.</p>	<p>CC.2.2.8.B.2 Understand the connections between proportional relationships, lines, and linear equations.</p>
<p>Pennsylvania System of School Assessment (PSSA) M08.B-E Expressions and Equations</p>	
<p>M08.B-E.2 Understand the connections between proportional relationships, lines, and linear equations.</p>	
<p>M08.B-E.2.1 Analyze and describe linear relationships between two variables, using slope.</p>	<p>M08.B-E.2.1.1 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>Example: Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></p>
<p>Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>8.EE.7 Solve linear equations 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 with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p>CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.</p>
<p>Pennsylvania System of School Assessment (PSSA) M08.B-E Expressions and Equations</p>	
<p>M08.B-E.3 Analyze and solve linear equations and pairs of simultaneous linear equations.</p>	
<p>M08.B-E.3.1 Write, solve, graph, and interpret linear equations in one or two variables, using various methods.</p>	<p>M08.B-E.3.1.1 Write and identify 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>M08.B-E.3.1.2 Solve linear equations that have rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>

8.F – Functions

CCSSM	PA Core Standards for Mathematics
<p>Define, evaluate, and compare functions.</p> <p>8.F.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.</p>	<p>CC.2.2.8.C.1 Define, evaluate, and compare functions.</p>
M08.B-F Functions	
<p>Pennsylvania System of School Assessment (PSSA)</p> <p>M08.B-F.1 Analyze and interpret functions.</p>	
<p>M08.B-F.1.1 Define, evaluate, and compare functions displayed algebraically, graphically, numerically in tables, or by verbal descriptions.</p>	<p>M08.B-F.1.1.1 Determine whether a relation is a function.</p>
	<p>M08.B-F.1.1.3 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.</p>
<p>Use functions to model relationships between quantities.</p> <p>8.F.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.</p>	<p>CC.2.2.8.C.2 Use concepts of functions to model relationships between quantities.</p>
M08.B-F Functions	
<p>Pennsylvania System of School Assessment (PSSA)</p> <p>M08.B-F.2 Use functions to model relationships between quantities.</p>	
<p>M08.B-F.2.1 Represent or interpret functional relationships between quantities using tables, graphs, and descriptions.</p>	<p>M08.B-F.2.1.1 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.</p>

8.G – Geometry

CCSSM	PA Core Standards for Mathematics
<p>Understand and apply the Pythagorean Theorem.</p> <p>8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	<p>CC.2.3.8.A.3 Understand and apply the Pythagorean Theorem to solve problems.</p>
<p>Pennsylvania System of School Assessment (PSSA) M08.C-G Geometry</p>	
<p>M08.C-G.1 Demonstrate an understanding of geometric transformations.</p>	
<p>M08.C-G.2.1 Solve problems involving right triangles by applying the Pythagorean theorem.</p>	<p>M08.C-G.2.1.2 Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (Figures provided for problems in three dimensions will be consistent with Eligible Content in grade 8 and below.)</p> <p>M08.C-G.2.1.3 Apply the Pythagorean theorem to find the distance between two points in a coordinate system.</p>
<p>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</p> <p>8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p>	<p>CC.2.3.8.A.3 Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems.</p>
<p>Pennsylvania System of School Assessment (PSSA) M08.C-G Geometry</p>	
<p>M08.C-G.3 Solve real-world and mathematical problems involving volume.</p>	
<p>M08.C-G.3.1 Apply volume formulas of cones, cylinders, and spheres.</p>	<p>M08.C-G.3.1.1 Apply formulas for the volumes of cones, cylinders, and spheres to solve real-world and mathematical problems. <i>Formulas will be provided.</i></p>

8.SP – Statistics and Probability

CCSSM	PA Core Standards for Mathematics
<p>Investigate patterns of association in bivariate data.</p> <p>8.SP.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>	<p>CC.2.4.8.B.2 Understand that patterns of association can be seen in bivariate data utilizing frequencies.</p>
M08.D-S Statistics and Probability	
Pennsylvania System of School Assessment (PSSA)	
M08.D-S.1 Investigate patterns of association in bivariate data.	
<p>M08.D-S.1.2 Understand that patterns of association can be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.</p>	<p>M08.D-S.1.2.1 Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible associations between the two variables. <i>Example: Given data on whether students have a curfew on school nights and whether they have assigned chores at home, is there evidence that those who have a curfew also tend to have chores?</i></p>