

Dorchester County Public Schools
Middle School Mathematics - Grade 8
Curriculum Map and Pacing Guide

Unit 1, Standard 6.0 Knowledge of Number Relationships and Computations - Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology.

Text/Topic	MSA Code	VSC Objective - Assessment Limits	Time	Calculator Use	Vocabulary
2-1 Adding Integers	8.6.C.1.a	Add, subtract, multiply and divide integers AL - Use one operation (-1000 to 1000) <i>*Show students how to correctly number a number line.</i>	Begin on Aug 28.	No	Integer Absolute Value Gain Lose Ascending Descending
2-2 Subtracting Integers	8.6.C.1.a	Add, subtract, multiply and divide integers AL - Use one operation (-1000 to 1000)		No	
2-3 Multiplying and Dividing Integers	8.6.C.1.a	Add, subtract, multiply and divide integers AL - Use one operation (-1000 to 1000)		No	
2-6 Exponents	8.6.C.1.b	Calculate powers of integers and square roots of perfect square whole numbers AL - Use powers with bases no more than 12 and exponents no more than 3, or square roots of perfect squares no more than 144 <i>*Show students why this works.</i>		No	Exponent Exponential Form Power

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2-7 Properties of Exponents	8.6.C.1.c	Identify and use the laws of exponents to simplify expressions AL - Use the rules of power times power or power divided by power with the same integer as a base (-20 to 20) and exponents (0-10) <i>*Show students why this works.</i>		no	
2-9 Scientific Notation	8.6.A.1.a	Read, write and represent rational numbers AL - Use exponential notation or scientific notation (-10,000 to 1,000,000,000)		yes	Scientific Notation
3-8 Squares and Square Roots	8.6.C.1.b	Calculate powers of integers and square roots of perfect square whole numbers AL - Use powers with bases no more than 12 and exponents no more than 3, or square roots of perfect squares no more than 144 <i>*Students should memorize perfect squares.</i>		no	Perfect Square
3-9 Finding Square Roots	8.6.C.2.a	Estimate the square roots of whole numbers AL- Use whole numbers (01-100) <i>*Students should memorize perfect squares</i>		yes	
Pg. 770 Compare and Order Rational Numbers	8.6.A.1.b	Compare, order, and describe rational numbers with and without relational symbols (<, >, =) AL - Use no more than 4 integers (-100 to 100) or positive rational numbers (0-100) using equivalent forms or absolute value		yes	Pg. 770 Compare and Order Rational Numbers

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Text pg. 769 Properties	8.6.C.1.d	Use properties of addition and multiplication to simplify expressions AL - Use the commutative property, associative property, additive inverse property, the distributive property, or the identity property for one or zero with integers (-100 to 100)		yes	Associative Property Commutative Property Properties of Operations Multiplicative Inverse Additive Inverse Distributive Property
7-2 Ratios, Rates, and Unit Rates	8.6.C.3.a	Determine unit rates AL - Use positive rational numbers (0-100)		yes	Rate Unit Price/Rate
7-4 Solving Proportions	8.6.C.3.c	Solve problems using proportional reasoning AL - Use positive rational numbers (0-1000)		yes	
8-4 Percent Increase or Decrease	8.6.C.3.b	Determine or use percents, rates of increase and decrease, discount, commission, sales tax, and simple interest in the context of a problem AL - Use positive rational numbers (0-10,000)		yes	Commission Commission Rate Interest Percent Change Percent Decrease Percent Increase Rate of Interest
8-6 Applications of Percents	8.6.C.3.b	Determine or use percents, rates of increase and decrease, discount, commission, sales tax, and simple interest in the context of a problem AL - Use positive rational numbers (0-10,000)		yes	

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8-7 More Applications of Percents	8.6.C.3.b	Determine or use percents, rates of increase and decrease, discount, commission, sales tax, and simple interest in the context of a problem AL - Use positive rational numbers (0-10,000)	End on 9/22	yes	
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Review Unit 1 (Number Relationships/Computation) - Sept. 23

Unit Exam 1 (Number Relationships/Computation) - Sept. 24 and 25, 2008

Unit 2, Standard 1.0 Knowledge of Algebra - Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.

Text/Topic	MSA Code	VSC Objective - Assessment Limit	Time	Calculator use	Vocabulary
1-1 Variables and Expressions	8.1.B.1.b	Evaluate an algebraic expression AL - Use one or two unknowns and up to three operations and rational numbers (-100 to 100)	Begin on Sept. 29	No	Variable
	8.1.B.1.c	Evaluate numeric expressions using order of operations AL - Use no more than 5 operations including exponents of no more than 3 and two sets of parentheses, brackets, division bar, or absolute value with rational numbers (-100 to 100)		No	Algebraic Expression Order of operations

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1-4 and 2-4 Solving Equations by Multiplying or Dividing	8.1.B.2.a, b	Write equations or inequalities to represent relationships AL-Use a variable, the appropriate relational symbols (\leq, \geq, $<$, $>$, $=$) and no more than 3 operational symbols (+, -, \times, \div) on either side and rational numbers (-1000 to 1000)		Yes	
		Solve for the unknown in a linear equation AL- Use one unknown no more than 3 times on one side and up to three operations (same or different but only one division) and rational numbers (-2000 to 2000)		No	
	8.1.B.2.e	Identify equivalent equations AL - Use one unknown no more than 3 times on one side and up to three operations (same or different but only one division) and integers (-2000 to 2000)		No	
1-5 and 2-5 Solving Simple Inequalities	8.1.B.2.c, d	Solve for an unknown in an inequality AL - Use a one- or two- operation inequality with one variable on one side no more than three times whose result after combining coefficients is a positive whole number coefficient with integers (-100 to 100)		No	Inequality
		Identify or graph solutions of inequalities on a number line AL - Use one variable once with a positive whole number coefficient and integers (-100 to 100)		No	

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1-6 Combining Like Terms	8.1.B.1.d	Simplify algebraic expressions by combining like terms AL - Use no more than 3 variables with integers (-50 to 50) or proper fractions with denominators as factors of 20 (-20 to 20)	End on Oct. 23	No	Equivalent Distributive Property
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Review - Algebra (A) - October 24, 2008

Unit 2 - Algebra (A) - October 27 and 28, 2008

Unit 3, Standard 1, Algebra (B)

Text/Topic	MSA Code	VSC Objective - Assessment Limit	Time	Calculator use	Vocabulary
1-8 Graphing on a Coordinate Plane	8.1.C.1.a	Graph linear equations in a coordinate plane AL - Use two unknowns having integer coefficients (-9 to 9) and integer constants (-20 to 20)	Begin on Oct. 29	Yes	Ordered pairs Coordinate Plane
11-1 Graphing Linear Equations	8.1.C.1.a	Graph linear equations in a coordinate plane AL - Use two unknowns having integer coefficients (-9 to 9) and integer constants (-20 to 20)		Yes	Coordinate Plane Graph
11-2 Slope of a Line	8.1.C.2.a	Determine the slope of a graph in a linear relationship AL - Use an equation with integer coefficients (-9 to 9) and integer constants (-20 to 20) and a given graph of the relationship		Yes	Linear Equation Slope -intercept Form x-intercept y-intercept

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11-3 Using Slopes and Intercepts	8.1.C.2.b	Determine the slope of a linear relationship represented numerically or algebraically			
12-1 Arithmetic Sequences	8.1.A.1.a	Determine the recursive relationship of arithmetic sequences represented in words, in a table, or in a graph AL- Provide the nth term no more than 10 terms beyond the last given term using common differences no more than 10 with integers (-100 to 5000)		yes	Arithmetic sequence Sequence Term Recursive relationship Patterns
12-2 Geometric Sequences	8.1.A.1.b	Determine the recursive relationship of geometric sequences represented in words, in a table, or in a graph AL - Provide the nth term no more than 5 terms beyond the last given term using the recursive relationship of geometric sequences with whole numbers and a common ratio of no more than 5:1 (0 to 10,000)		Yes	Geometric sequence
12-4 Functions	8.1.A.1.c	Determine whether relationships are linear or nonlinear when represented in words, in a table, symbolically, or in a graph AL- Use a graph to determine if a relationship is linear or nonlinear		yes	Function Function notation Range Quadratic Function
12-5 and 1-7 Linear Functions	8.1.A.1.c	Determine whether relationships are linear or nonlinear when represented in words, in a table, symbolically, or in a graph AL- Use a graph to determine if a relationship is linear or nonlinear	End on Nov. 17		Linear Function

Review - Algebra (B) - November 18, 2008

Unit Exam 3 - Algebra (B) - November 19 and 20, 2008

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Review - Benchmark #1 - November 21, 2008
Benchmark #1 - November 24 and 25, 2008

Unit 4, Standard 2.0 Knowledge of Geometry - Students will apply the properties on one-, two-, or three dimensional geometric figures to describe, reason, or solve problems about shape, size, position or motion of objects.

Text/Topic	MSA Code	VSC Objective - Assessment Limits	Date	Calculator Use	Vocabulary
5-2 Parallel and Perpendicular Lines	8.2.A.1.a 8.2.A.2.a	Identify and describe geometric relationships between angles formed when parallel lines are cut by a transversal AL - Use alternate interior, alternate exterior, or corresponding angles Determine the measurements of angles formed by parallel lines cut by a transversal AL - Use alternate interior, alternate exterior, or corresponding angles	Begin on 12/01	Yes Yes	Complementary Angles Corresponding Angles Parallel Transversal Alternate Exterior Angles Alternate Interior Angles
5-7 Transformations	8.2.E.1.a	Identify, describe, and plot the results of multiple transformations on a coordinate plane AL - Identify or plot the result of two transformations on one figure using translations		Yes	Reflection Rotation Transformation Translation

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		(horizontal or vertical), reflections (horizontal or vertical), or rotations about a given point (90° or 180°)			
5-7c Combine Transformations	8.2.E.1.a	Identify, describe, and plot the results of multiple transformations on a coordinate plane AL - Identify or plot the result of two transformations on one figure using translations (horizontal or vertical), reflections (horizontal or vertical), or rotations about a given point (90° or 180°)		Yes	Reflection Rotation Transformation Translation
Text pgs. 232-233 Constructions	8.2.C.1.b	Construct perpendicular line segments AL - Provide a given point on a given line segment		yes	
Draw Quadrilaterals	8.2.C.1.a	Draw quadrilaterals AL - Provide given whole number dimensions in inches or centimeters or angle measurements		Yes	
Construct Triangles	8.2.C.1.c	Construct triangles AL - Construct a triangle congruent to a given triangle		Yes	
7-6 Similar Figures	8.2.D.1.a	Determine similar parts of polygons AL - Use the length of corresponding sides or the measure of corresponding angles		Yes	Similarity

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		and rational numbers with no more than 2 decimal places (0-1000)			
6-3 The Pythagorean Theorem	8.2.A.1.b 8.2.A.2.b	Identify and describe the relationship among the parts of a right triangle AL - Use the hypotenuse or the legs of right triangles Apply right angle concepts to solve real-world problems AL - Use the Pythagorean Theroem	End on 12/16	yes yes	Hypotenuse Pythagorean Theorem

Review - Geometry - December 17, 2008

Unit Exam 4 - Geometry - December 18 and 19, 2008

Unit 5, Standard 3.0 Knowledge of Measurement - Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.

Text/Topic	MSA Code	VSC Objective - Assessment Limit	Time	Calculator Use	Vocabulary
6-4 Circles	8.3.C.1.a	Estimate and determine the circumference and area of a circle AL- Include circles using rational numbers with no more than 2 decimal places (0-10,000)	Begin on Jan. 5	yes	Area Circumference, Perimeter Diameter Formula
Composite Figures	8.3.C.1.b	Estimate and determine the area of a composite figure		Yes	2-Dimensional

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		AL - Include composite figures with no more than 6 polygons (triangles, rectangles, or circles) by measuring, partitioning, or using formulas with whole number dimensions (0-10,000)			(Strategy - Use pattern blocks)
6-6 Volume of Prisms and Cylinders	8.3.C.1.c	Estimate and determine the volume of a cylinder AL - Use cylinders, the given formula, and whole number dimensions (0-10,000)		Yes	Volume 3-Dimensional Prism
7-6 Similar Figures	8.3.C.2.a	Use proportional reasoning to solve measurement problems AL-Use proportions, scale drawings with scales as whole numbers, or rates using whole numbers or decimals (0-1000)		Yes	
7-7 Scale Drawings	8.3.C.2.a	Use proportional reasoning to solve measurement problems AL-Use proportions, scale drawings with scales as whole numbers, or rates using whole numbers or decimals (0-1000)		Yes	
7-8 Scale Models	8.3.C.2.a	Use proportional reasoning to solve measurement problems AL-Use proportions, scale drawings with scales as whole numbers, or rates using whole numbers or decimals (0-1000)	End on Jan. 13	yes	

Review - Measurement - January 14, 2008

Unit Exam 5 - Measurement - January 15 and 16, 2008

Review - Benchmark #2 (Numbers, Algebra, Geometry and Measurement) - January 20, 2008

Benchmark #2 (Numbers, Algebra, Geometry and Measurement) - January 21 and 22, 2008

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Unit 6, Standard 4.0 Knowledge of Statistics – Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

Text/Topic	MSA Code	VSC Objective - Assessment Limit	Time	Calculator Use	Vocabulary
Lab 8A Make a Circle Graph	8.4.A.1.a 8.4.B.1.d	Organize and display data to make circle graphs AL -Use no more than 5 categories with data in whole number percents Interpret circle graphs	Begin on Jan. 26	no	Circle graph
4-4 Variability	8.4.A.1.b 8.4.B.1.b,e	Organize and display data to make box and whisker plots AL- Use no more than 12 pieces of data and whole numbers (0-1000) Interpret box-and-whisker plots AL-Use minimum, first (lower) quartile, median (middle quartile), third (upper) quartile, or maximum and whole numbers (0-100) Analyze multiple box-and-whisker plots using the same scale		No Yes	Box and Whisker Plot Median Quartile Outlier
Lab 4B Create Box-and-Whisker Plots	8.4.A.1.b	Organize and display data to make box and whisker plots AL- Use no more than 12 pieces of data and whole numbers (0-1000)		No	

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4-7 Scatter Plots	8.4.A.1.c 8.4.B.1.c	Organize and display data to make a scatter plot AL - Use no more than 10 points and whole numbers Interpret scatter plots AL- Use no more than 10 points using whole numbers or decimals with no more than 2 decimal places		No yes	Scatter Plot Correlation
1-9 Interpreting Graphs and Tables	8.4.B.1.a	Interpret tables AL - Use no more than 5 categories having no more than 2 quantities per category and whole numbers or decimals with no more than 2 decimal places (0-100)	End on Feb. 10	yes	Line Plot Line Graph

Review -Statistics - February 11, 2008

Unit Exam 6-Statistics - February 12 and 13, 2008

Unit 7, Standard 5.0 Knowledge of Probability - Students will use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.

Text/Topic	MSA Code	VSC Objective - Assessment Limit	Time	Calculator Use	Vocabulary
9-2 Experimental Probability	8.5.C.1.a	Make predictions and express the probability of the results as a fraction, a decimal with no more than 2 decimal places, or a percent AL - Use 20 to 500 results	Begin on Feb. 17	Yes	Experimental Probability Outcome of an Activity

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9-3 Use a Simulation	8.5.C.1.a	Make predictions and express the probability of the results as a fraction, a decimal with no more than 2 decimal places, or a percent AL - Use 20 to 500 results		Yes	Simulation
9-4 Theoretical Probability	8.5.B.1.a	Express the probability as a fraction, a decimal, or a percent AL - Use a sample space of 36 to 60 outcomes		Yes	Theoretical Probability Probability of an Event
9-5 The Fundamental Counting Principle	8.5.A.1.b	Determine the number of outcomes AL - Use no more than 5 dependent events with no more than 10 outcomes in the first event		yes	Counting technique
9-7 Independent and Dependent Events	8.5.A.1.a 8.5.B.2.a	Describe the difference between independent and dependent events Express the probability as a fraction, a decimal, or a percent AL - Use a sample space of no more than 60 outcomes	End on Feb. 24	Yes Yes	Probability Equally likely outcomes

Review - Probability - February 25, 2008

Unit 7 Exam - Probability - February 26 and 27, 2008

Review Benchmark 3 (All Standards) - March 4, 2008

Benchmark 3 (All Standards) - March 5 and 6, 2008


Review for MSA - March 9 - 23, 2008

MSA - March 24 and 25, 2008

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Curriculum Map and Pacing Guide (Post MSA)

Algebra (HSA), Part A

Topic	CLG or MSA Code	Objective	Examples	Time Frame
Patterns and Sequences	CLG 1.1.1	The student will recognize, describe, and/or extend patterns and functional relationships that are expressed numerically, algebraically, and/or geometrically.	<p>1. The depth of a lake is 26 meters. Melting snow causes the lake to rise 0.05 meters each day. At the end of 8 days, what will be the depth, in meters, of the lake? (A:26.4)</p> <p>2. The diagram below shows a floor tile that is moved in different positions.</p>  <p>Which of these describes the movement of the tile?</p> <p>A. flipped vertically B. flipped horizontally C. turned clockwise 90° (Answer) D. turned counterclockwise 90°</p>	
Writing Algebraic Expressions	8.1.B.1.a	Write an algebraic expression to represent unknown quantities.		

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Writing Algebraic Expressions	8.1.B.1.e	Describe a real-world situation represented by an algebraic expression.		
Evaluating Algebraic Expressions	8.1.B.1.b	Evaluate an algebraic expression (using the graphing calculators)		
Evaluating Numeric Expressions	8.1.B.1.c	Evaluate numeric expressions using order of operations (using the graphing calculators)		
Combining Like Terms	8.1.B.1.d	Simplify algebraic expressions by combining like terms.		
Writing Equations and Inequalities	8.1.B.2.a	Write equations or inequalities to represent relationships.		
Solving Equations	8.1.B.2.b	Solve for an unknown in a linear equation.		
Functional Relationships in a Table	CLG.1.1.2	The student will represent patterns and/or functional relationships in a table, as a graph, and/or by mathematical expression.	1. A fish tank empties at a constant rate. The table below shows the volume of water left in the fish tank after each minute.	

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			<p style="text-align: center;">FISH TANK VOLUME</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Minutes (t)</th> <th style="text-align: center;">Volume (v)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">630</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">622</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">614</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">606</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">598</td> </tr> </tbody> </table> <p>Which of these equations describes the volume of water in the tank as a function of time?</p> <p>A. $v = -8t + 622$ B. $v = -8t + 630$ (Answer) C. $v = 8t + 622$ D. $v = 8t + 630$</p>	Minutes (t)	Volume (v)	0	630	1	622	2	614	3	606	4	598	
Minutes (t)	Volume (v)															
0	630															
1	622															
2	614															
3	606															
4	598															
<p>Adding, Subtracting, Multiplying and Dividing Expressions</p>	<p>CLG.1.1.3</p>	<p>The student will apply addition, subtraction, multiplication, and/or division of algebraic expressions to mathematical and real-world problems.</p>	<p>1. A rectangular rug is $x + 4$ feet wide and $2x + 1$ feet long. Which expression represents the area of the rug?</p> <p>A. $(x + 4) + (2x + 1)$ B. $(x + 4) \times (2x + 1)$ (Answer) C. $2(x + 4) + 2(2x + 1)$</p>													

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			D. $2(x + 4) \times (2x + 1)$	
Adding, Subtracting, Multiplying and Dividing Expressions	CLG.1.1.3	The student will apply addition, subtraction, multiplication, and/or division of algebraic expressions to mathematical and real-world problems.	<p>2. Barbara has x dollars to spend. Joe has $2x + 3$ dollars to spend. Which of these expressions represents the total amount of money Barbara and Joe have to spend?</p> <p>A. $(2x + 3) + x$ (Answer) B. $(2x + 3) - x$ C. $x(2x + 3)$ D. $(2x + 3) \div x, x \neq 0$</p>	
Linear Equations	CLG.1.2.1	<p>The student will determine the equation for a line, solve linear equations, and/or describe the solutions using numbers symbols, and/or graphs.</p> <p><i>Slope</i> <i>Equations should be written in slope intercept form.</i></p>	<p>1. The rental rates at Snappy Car Rental are \$30 per day plus \$0.25 per mile for each mile driven. Joe rented a car for one day and drove 300 miles. What is the total amount Joe paid to rent the car?</p> <p>A. \$30 B. \$75 C. \$105 (Answer) D. \$300</p> <p>2. Dominic rents a car for a trip. He pays \$300 plus \$0.20 per mile. Dominic has \$750 to spend on the car rental. What is the maximum number of miles Dominic can drive?</p>	

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			(Answer: 2250)
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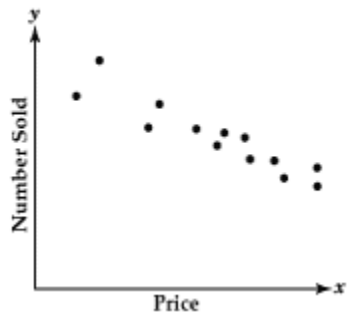
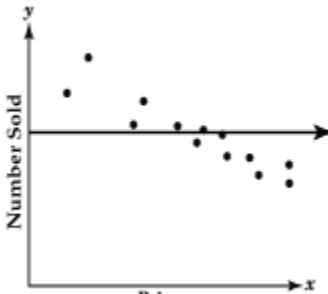
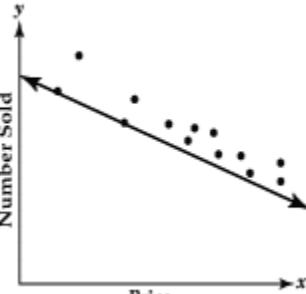
Review - Algebra (HSA), Part A - May 1, 2008

Post MSA - Algebra (HSA) Exam, Part A - May 4 and 5, 2008

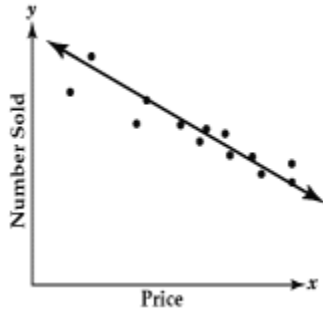
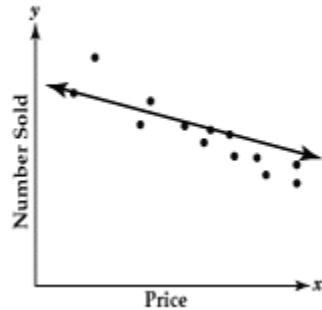
Algebra (HSA), Part B

Topic	CLG or MSA Code	Objective	Examples	Time Frame
Solving Inequalities	8.1.B.2.c	Solve for an unknown in an inequality.		
Applying Formulas	CLG 1.2.5	The student will apply formulas and/or use matrices (arrays of numbers) to solve real-world problems.		
Predictions from Simulations	CLG3.2.1	The student will make informed decisions and predictions based upon the results of simulations and data from research.	<p>1. A quality control engineer for the Have Fun Toys Company tested 800 video game cartridges and found 3 defective cartridges. The company plans to produce 500,000 video game cartridges this year. Based on the findings, how many video game cartridges can be expected to be defective?</p> <p>A. 16 B. 20 C. 1,875 D. 2,000</p>	

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<p>Lines of Best Fit and Curves of Best Fit</p>	<p>CLG3.2.2</p>	<p>The student will interpret data and/or make predictions by finding and using a line of best fit and by using a given curve of best fit.</p>	<p>The scatter plot below shows the relationship between the number of bags of popcorn that are sold and the price per bag.</p> <p style="text-align: center;">POPCORN SALES</p>  <p>Which of these graphs shows the line of best fit?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1008 868 1365 1201"> <p>A POPCORN SALES</p>  </div> <div data-bbox="1386 868 1722 1201"> <p>C POPCORN SALES</p>  </div> </div>	
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			<p>B POPCORN SALES</p>  <p>D POPCORN SALES</p>  <p>A. Graph A B. Graph B C. Graph C D. Graph D</p>	
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Review - Algebra (HSA), Part B - June 3, 2008

Post MSA - Algebra (HSA), Part B, June 4 and 5, 2008

Please review the following for Test #2:

- Evaluating Algebraic Expressions
- Solving Linear Equations
- Combining Like Terms
- CLG 1.1.1
- CLG 1.1.2
- CLG 1.2.1

Lesson plans and sample items are also available for the Core Learning Goals (CLG) on mdk12.org.