



## 2008-2009 GRADE 8 INTENSIVE MATH INSTRUCTIONAL PLAN CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL

1 <sup>st</sup> Quarter (August 18-October 22)				45 Days	
Suggested Time Frame	Unit/Assessment	√	Days	Dates Materials Covered in Class	
Week 1 (Aug 18-22)	Introduce Inquiry Based Instruction and Cooperative Learning Strategies		5		
Week 2 (Aug 25-29)			5		
Week 3 (Sept 2-5)			4		
Week 4 (Sept 8-12)			5		
Week 5 (Sept 15-19)			5		
Week 6 (Sept 22-26)			5		
Week 7 (Sept 29-Oct 3)		<u>Note:</u> Progress Monitor Assessment (PMA) #1 (administered by the primary math teacher the week of Sept. 29-Oct. 3)			3
Week 8 (Oct 6-8, 10)					1
Week 9 (Oct 13-17)	Samples and Populations (Introduced)		4		
Oct 20-22	1 <sup>st</sup> Quarter Exam (if applicable)		5		
			3		
2 <sup>nd</sup> Quarter (October 27-January 16)				45 Days	
Suggested Time Frame	Unit/Assessment	√	Days	Dates Materials Covered in Class	
Week 1 (Oct 27-31)	Samples and Populations		5		
Week 2 (Nov 3-7)			5		
Week 3 (Nov 10-14)			5		
Week 4 (Nov 17-21)	Thinking With Mathematical Models		4		
			1		
Week 5 (Dec 1-5)			5		
Week 6 (Dec 8-12)			5		
Week 7 (Dec 15-19)			5		
Week 8 (Jan 5-9)			5		
Week 9 (Jan 12-16)		Looking for Pythagoras (Introduced)			2
Jan 14-16		2 <sup>nd</sup> Quarter Exam (if applicable) and 1 <sup>st</sup> Semester Exam			3



## 2008-2009 GRADE 8 INTENSIVE MATH INSTRUCTIONAL PLAN CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL

3 <sup>rd</sup> Quarter (January 21- March 26)			46 Days	
Suggested Time Frame	Unit/Assessment	√	Days	Dates Materials Covered in Class
Week 1 (Jan 21-23)	Looking for Pythagoras		3	
Week 2 (Jan 26-30)			5	
Week 3 (Feb 2-6)			5	
Week 4 (Feb 9-13*)			5 (4)	
Week 5 (Feb 17-20)		<u>Note:</u> Progress Monitor Assessment (PMA) #3 (administered by the primary math teacher the week of Feb. 17-20)		
			1	
Week 6 (Feb 23-27)	Growing, Growing, Growing		5	
Week 7 (Mar 2-6)			5	
Week 8 (Mar 9-13*)			5 (3)	
Week 9 (Mar 16-20*)			5 (3)	
Mar 23-26		3 <sup>rd</sup> Quarter Exam (if applicable)		4

4 <sup>th</sup> Quarter (March 30-June 5)			44 Days	
Suggested Time Frame	Unit/Assessment	√	Days	Dates Materials Covered in Class
Week 1 (Mar 30-Apr 3)	Growing, Growing, Growing		5	
Week 2 (Apr 13-17)			5	
Week 3 (Apr 20-24)			5	
Week 4 (Apr 27-May 1)	Kaleidoscopes, Hubcaps, and Mirrors		5	
Week 5 (May 4-8)			5	
Week 6 (May 11-15)			5	
Week 7 (May 18-22)			5	
Week 8 (May 26-29)			4	
Week 9 (Jun 1-5)			1	
Jun 1-5	4 <sup>th</sup> Quarter Exam (if applicable) and 2 <sup>nd</sup> Semester Exam		4	

\*FCAT Writes Grades 8 and 10, February 10-13 and FCAT Reading, Math and Science Grades 6-11, March 10-23



2008-2009 GRADE 8 INTENSIVE MATH INSTRUCTIONAL PLAN  
**CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

## Correlations to the World Class Education Standards

**Big Idea 1: Analyze and represent linear functions and solve linear equations and systems of linear equations.**

- Moving Straight Ahead
- Samples and Populations
- Thinking With Mathematical Models
- Growing, Growing, Growing

**Big Idea 2: Analyze two- and three-dimensional figures by using distance and angle.**

- Looking for Pythagoras
- Kaleidoscopes, Hubcaps, and Mirrors
- Growing, Growing, Growing

**Big Idea 3: Analyze and summarize data sets.**

- Samples and Populations
- Thinking with Mathematical Models
- Growing, Growing, Growing

**Supporting Idea: Algebra**

- Thinking with Mathematical Models
- Moving Straight Ahead

**Supporting Idea: Geometry and Measurement**

**Supporting Idea: Numbers and Operations**

- Looking for Pythagoras
- Thinking with Math Models
- Growing, Growing, Growing



**2008-2009 GRADE 8 INTENSIVE MATH INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

Moving Straight Ahead – Linear Relationships					31 Days
Investigation 1: Walking Rates (C32, D11, D12, D21, D22, E11)					8 Days
Days	Date	Explorations	Required TE Reading	Materials Needed	Essential Vocabulary
1.5		<u>1.1 Walking Marathons/Finding and Using Rates</u>	3-10 16	OH grid paper Meter sticks Stop watches	Linear relationships Linear functions
1		<u>1.2 Walking Rates and Linear Relationships</u>	19-22	OH 1.2	Origins Constant term Scale
2		<u>1.3 Raising Money/Using Linear Relationships</u>	25-27	OH 1.3 Transparent grid or large poster paper (optional)	Independent variable Dependent variable
1		<u>1.4 Using the Walkathon Money/Recognizing Linear Relationships</u>	29-34	OH 1.4 A-B	
2		<u>ACE Questions:</u> 1.1 1*, 2*, <b>15, 18</b> 1.2 3-5*, <b>19</b> 1.3 6*, 7, 8*, 9* <b>24</b> 1.4 10-14			
.5		Mathematical Reflections			
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Moving Straight Ahead – Linear Relationships</b>					<b>31 Days</b>
<b>Investigation 2 – Exploring Linear Functions with Graphs and Tables (C32, D11, D12, D21, D22, E11)</b>					<b>7 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1		<u>2.1 Walking to Win/Finding the Point of Intersection</u> (may be combined with 2.2)	3-10 42-43	Grid paper Large sheets of paper	x-intercept
1		<u>2.2 Crossing the Line/Using Tables, Graphs, and Equations</u>	47-48	Grid paper Large sheets of paper	
1		<u>2.3 Comparing Costs/Comparing Equations</u>	51-52	OH 2.3 Grid paper Large sheets of paper	y-intercept coefficient
2		<u>2.4 Connecting Tables, Graphs, Equations</u>	55-57	OH 2.4 Grid paper Large sheets of paper	
1		<u>ACE Questions (see note below):</u> 2.1 1*, <b>29-31</b> 2.2 2*, 3*, 4, <b>35</b> 2.3 7*, 10*, 12, <b>38</b> 2.4 16*			
1		Mathematical Reflections/Assessment			
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Moving Straight Ahead – Linear Relationships</b>					<b>31 Days</b>
<b>Investigation 3 – Solving Equations (C32, D11, D12, D21, D22, E11)</b>					<b>7 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1		<u>3.1 Solving Equations Using Tables and Graphs</u>	3-10 67-70	Grid paper OH 3.1A-B	Solutions Solving the Equation
1		<u>3.2 Exploring Equality</u>	71-73	LS 3.2 OH 3.2A OH 3.2B Large sheets of poster paper	Equation Expression
1		<u>3.3 From Pouches to Variables/Writing Equations</u>	77-78	LS 3.3 OH 3.3A OH 3.3B Large sheets of poster paper	
1		<u>3.4 Solving Linear Equations</u>	81-82	OH 3.4 Large sheets of poster paper	Properties of equality Point of intersection
2		<u>ACE Questions (**see note below):</u> 3.1 1, 2, 3*, <b>29</b> 3.2 5*, 6*, 7*, 8*, <b>31, 33</b> 3.3 10*, 13, 14*, <b>39</b> 3.4 16*, 18-19, <b>34*</b>			
1		Mathematical Reflections/Assessment			
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Moving Straight Ahead – Linear Relationships</b>					<b>31 Days</b>
<b>Investigation 4 – Exploring Slope (B12, C32, D11, D12, D21, D22, E11)</b>					<b>7 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1.5		<u>4.1 Climbing Stairs/Using Rise and Run</u>	3-10 96-98	OH 4.1 Measuring tape in inches Pre-measured stairs (optional)	Slope Steepness Rise Run Slope Positive slope Negative slope
1		<u>4.2 Finding the Slope of a Line</u>	101-104	LS 4.2 OH 4.2A OH 4.2B	
1		<u>4.3 Exploring Patterns with Lines</u>	107	OH 4.3	
1		<u>4.4 Pulling It All Together/Writing Equations with Two Variables</u>	111-114		
2		<u>ACE Questions (**see note below):</u> 4.1 1*, 2 4.2 3*, 4-7, 8, 10*, 12* 4.3 20*, 21*, 22*, 23*, 30			
.5		Mathematical Reflections			
2		Assessments			2 Days
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Samples and Populations</b>					<b>20 Days</b>
<b>Investigation 1 – Comparing Data Sets (E12, E13)</b>					<b>10 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed</b>	<b>Essential Vocabulary</b>
2		<u>1.1 From Line Plots to Histograms</u>	2-16 20-21	LS 1.1 OH 1.1 A-D TI-73	Distribution Histogram
1		<u>1.2 Using Histograms</u>	25-26	LS 1.1 OH 1.2 A-C TI-73 Grid paper	Relative frequency histogram
2		<u>1.3 Box and Whisker Plots</u>	31-34	OH 1.3 A-D	Box and Whisker Plot 5-number summary lower quartile, upper quartile
1		<u>1.4 Making a Quality Choice/Analyzing Data</u>	39-46	OH 1.4A-D Graphing calculator Grid paper OH graphing calculator	
1		<u>2.4 (ACE Connections) Probability</u>	73-74	ACE Questions	Probability
2		<u>ACE Questions (**see note below):</u> 1.1 1*, <b>27</b> 1.2 2-6 1.3 7*-13*, 22*, 26* 1.4 19-21*, <b>30</b> <b>2.4 28-33, 36-40</b>	47 - 51		
1		Mathematical Reflections/Assessment	51		
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Samples and Populations</b>					<b>20 Days</b>
<b>Investigation 4 - Relating to Variables (E11, D12)</b>					<b>8 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed</b>	<b>Essential Vocabulary</b>
1		<u>4.1 Are Quality Ratings &amp; Prices Related?/Interpreting Scatter plots</u>	2-16 96	OH 4.1 TI-73 Cm grid paper	Scatter plot
2.5		<u>4.2 Writing an Equation to Describe a Relationship</u>	99	LS 4.2 OH 4,2A, 4.2 B TI-73 Grid paper	
2		<u>4.3 Human Development Index and Life Expectancies/Analyzing a Relationship</u>	103	OH 4.3 TI-73 Grid paper	
2		<u>ACE Questions (**see note below):</u> 4.1 1* <b>4-6*</b> 4.2 2* 4.3 14-17*	107 – 109	LS 4ACE	
0.5		Mathematical Reflections	109		
2		Assessments			2 Days
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Thinking With Mathematical Models</b>					<b>24 Days</b>
<b>Investigation 1 - Exploring Data Patterns (D11, D12, E11, E31)</b>					<b>7 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1.5		<u>1.1-Testing Bridge Thickness/Finding Patterns and Making Predictions</u>	2 – 9 15-20	OH 1.1 Chart Paper, markers, books of same thickness, small paper cups, pennies (50 per group), 11 x 4 ¼-inch strips of paper, chalk or tape	
1.5		<u>1.2-Testing Bridge Lengths/Finding Patterns and Making Predictions</u>	21-24	Books of same thickness, small paper cups, pennies (50 per group), 4 ¼-inch wide strips of paper with lengths 4, 6, 8, 9, and 11 inches, chalk or tape	
2		<u>1.3-Custom Construction Parts/Extending Patterns</u>	25-30	OH 1.3	
1		<u>ACE Questions (**see note below):</u> 1.1 1*, <b>7, 8, 9-10, 12-15*</b> 1.2 2*, <b>19 - 22</b> 1.3 5*, 6*, 23 - 29	31-36		
1		Mathematical Reflections/Assessments	36		
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Thinking With Mathematical Models</b>					<b>24 Days</b>
<b>Investigation 2 - Linear Models and Equations (D11, D12, D22)</b>					<b>8 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1.5		<u>2.1-Linear Models</u>	2 - 9 37 - 42	OH 2.1A & B Piece of uncooked spaghetti or other thin straight object, graphing calculators	Mathematical model
1.5		<u>2.2-Equations for Linear Relationships</u> Journal reflection F	43 - 46	OH 2.2 A & B Graphing calculators	
1		<u>2.3-Solving Linear Equations</u>	47 -50	OH 2.3	inequality
1.5		<u>2.4 Intersecting Linear Models</u>	51 - 54	Transparent grids or chart paper (optional) Graphing Calculator	
1.5		<u>ACE Questions (**see note below):</u> 2.1 1*, 2*, 3*, <b>35*, 36*</b> 2.2 5*, 6*, 7*, 8, 9, 10*, 11*, 12*, 13, 14, 15*, 16, 17* 2.3 20*, 21, 22*, 23, 24*, 2.4 25*, 26*, 27, 28*, 29*, 30, 31*, 32, <b>54</b>	55 - 60	L.S. 2ACE Exercise 3	
1		Mathematical Reflections/Assessment	60		
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Thinking With Mathematical Models</b>					<b>24 Days</b>
<b>Investigation 3 - Inverse Variation (A31, D11)</b>					<b>7 Days</b>
Days	Date	Explorations	TE Reading	Materials Needed***	Essential Vocabulary
2		<u>3.1-Rectangles With Fixed Area/Relating Length and Width</u>	2 – 9 61 - 66	OH 3.1 A & B Grid paper Blank transparencies Transparency markers	
1.5		<u>3.2-Bridging the Distance/Inverse Variation Patterns</u>	67 - 70	OH 3.2 A & B Grid paper Blank transparencies Transparency markers	Inverse variation
2		<u>3.3-Average Cost/Inverse Variation</u>	71 - 74	Grid paper Blank transparencies Transparency markers	
1		<u>ACE Questions (**see note below):</u> 3.1 1*, <b>12*</b> , <b>13*</b> - <b>25*</b> 3.2 3-6*, 9*, <b>27-28*</b> 3.3 11*, 32* - 35*	75 - 80		Additive inverse Multiplicative inverse
.5		Mathematical Reflections	80 - 81		
2		Assessments			2 Day
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Looking For Pythagoras</b>					<b>24 Days</b>
<b>Investigation 1 – Coordinate Grids (B11, B12, C11, C32)</b>					<b>4.5 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1		<u>1.1-Driving Around Euclid</u>	2 – 10 17-19	LS 1.1 OH 1.1 A & B Centimeter rulers	
1		<u>1.2-Planning Parks/Shapes on a Coordinate Grid</u>	23-24	LS 1.2 OH 1.2 Centimeter rulers, grid paper	
1		<u>1.3-Finding Areas</u>	27-28	LS 1.3 OH 1.3 Centimeter rulers Geoboards (Optional)	
1		<u>ACE Questions (**see note below):</u> 1.2 8*, 9*, 10*, 11*-14* 1.3 15*, 17*, 19*, 21-22, <b>33</b>	31 - 33		
.5		Mathematical Reflections	33		
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Looking For Pythagoras</b>					<b>24 Days</b>
<b>Investigation 2 – Squaring Off (A11, A12, A13, A14)</b>					<b>5 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1		<u>2.1 Looking for Squares</u>	2 – 10 35 - 38	Dot paper Centimeter rulers	
1		<u>2.2 Square Roots</u>	39-40	OH 2.2	Square root
1		<u>2.3 Using Squares to Find Lengths</u>	41-46	OH 2.3 LS 2.3 Centimeter rulers Geoboards (optional)	
1		<u>ACE Questions (**see note below):</u> 2.1 <b>42</b> 2.2 6-10*, 14*, 15*, 19*-24* 2.3 36, 38, <b>46</b>	47 -50		
1		Mathematical Reflection/Assessment	50		
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Looking For Pythagoras</b>					<b>24 Days</b>
<b>Investigation 3 – The Pythagorean Theorem (B12, C11, C31)</b>					<b>6.5 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1		<u>3.1 The Pythagorean Theorem</u>	2 – 10 52-53	Dot paper, centimeter rulers	Hypotenuse Legs Conjecture
1		<u>3.2 A Proof of the Pythagorean Theorem</u>	57-58	LS 3.2A-C OH 3.2 Scissors	
1		<u>3.3 Finding Distances</u>	63-64	LS 3,3 OH 3.3	
1		<u>3.4 Measuring the Egyptian Way</u>	65-66	OH 3.4 String Centimeter rulers	
1.5		<u>ACE Questions (**see note below):</u> 3.1 1*-12* 3.2 <b>23, 18-22</b> 3.3 <b>27</b> 3.4 15*-17*, <b>25</b>	69 - 72		
1		Mathematical Reflections/Assessment	72		
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Looking For Pythagoras</b>					<b>24 Days</b>
<b>Investigation 4 – Using the Pythagorean Theorem</b>					<b>6 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1		<u>4.1 Analyzing The Wheel of Theodorus</u>	73 74-78	OH4.1 LS 4.1 Scissors	
1		<u>4.2 Stopping Sneaky Sally/Finding Unknown Side Lengths</u>	79-82	OH 4.2	Rational Numbers Irrational Numbers Real Numbers
1		<u>4.3 Analyzing Triangles</u>	83-86	OH 4.3A-B Scissors	30-60-90 Triangles
1		<u>4.4 Finding the Perimeter</u>	87-90	OH 4.4 LS 4.4	
1.5		ACE Questions (**see note below): 4.1 <b>13-16</b> 4.2 3-5*, 6, 8, 9*, <b>19-23, 36-46</b> 4.3 10*, 11, <b>27, 29-31</b> 4.4 12*, <b>35, 55, 58</b>			
.5		Mathematical Reflections			
2		Assessments			2 Days
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Growing, Growing, Growing</b>					<b>26 Days</b>
<b>Investigation 1 – Exponential Growth</b>					<b>8.5 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1.5		<u>1.1 Making Ballots/Introducing Exponential Relationships</u>	2-18 19-24	OH 1.1 Blank paper	Base Exponent Standard form Exponential form
1.5		<u>1.2 Requesting a Reward/Representing Exponential Relationships</u>	25-30	LS 1.2 Counters (65/pair) OH 1.2A-C	
1.5		<u>1.3 Making a New Offer/Growth Factors</u>	31-34	LS 1.2 Counters (65/pair) Blank OH OH 1.3A-B	Exponential growth Exponential relationships Growth factor
1.5		<u>1.4 Getting Costs in Line/Comparing Growth Patterns</u>	35-38	OH 1.4	
2		<u>Ace Questions (*Core ACE):</u> 1.1 1-4*, 5-7, <b>31</b> 1.2 10-11*, 15-21*, 39-42 1.3 23*, <b>34</b> , 47 1.4 25-30*, <b>35-38</b>	39-43		
.5		Mathematical Reflections	43		
<b>Teacher Reflections:</b>					

\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.

\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Growing, Growing, Growing</b>					<b>26 Days</b>
<b>Investigation 2 – Examining Growth Patterns</b>					<b>7 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1.5		<u>2.1 Killer Plant Strikes Lake Victoria/y-Intercepts Other Than 1</u>	45-48	OH 2.1 Blank OH Graphing calculators Graph paper	
1.5		<u>2.2 Growing Mold/Interpreting Exponential Equations</u>	49-52	Graphing calculators	
1.5		<u>2.3 Studying Snake Populations/Interpreting Exponential Graphs</u>	53-56	OH 2.3 Graphing calculators	
2		<u>Ace Questions (*Core ACE):</u> 2.1 2-4*, 21, <b>31-32</b> 2.2 5-8, <b>22-23</b> 2.3 9-13*, 14, 24-27, <b>30</b>	57-60		
.5		Mathematical Reflections	60		
<b>Teacher Reflections:</b>					

\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.

\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Growing, Growing, Growing</b>					<b>26 Days</b>
<b>Investigation 5 – Patterns With Exponents</b>					<b>8.5 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
2		<u>5.1 Predicting the Ones Digit</u>	98-104	LS 5.1 Graphing calculator OH 5.1A-C Large sheets of poster paper	Power
2		<u>5.2 Operating With Exponents</u>	105-108	Completed LS 5.1 OH 5.2A-B	
2		<u>5.3 Exploring Exponential Equations</u>	109-112	Graphing calculator OH graphing calculator	
2		<u>Ace Questions (*Core ACE):</u> 5.1 1-7*, 8-9, <b>44-45</b> , 54* 5.2 10-27*, <b>31</b> , 46 5.3 42-43*, <b>51</b>	113-120		
.5		Mathematical Reflections	120		
2		Assessments			2 Days

**Teacher Reflections:**

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Kaleidoscopes, Hubcaps and Mirrors</b>					<b>28 Days</b>
<b>Investigation 1 - Three Types of Symmetry (C21, C22)</b>					<b>5.5 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1		<u>1.1-Reflection Symmetry</u>	2-15 19-20	LS 1.1A&B OH 1.1A-C, mirrors, rulers, angle rulers, or protractors,	Symmetry, reflection symmetry, line of symmetry
1		<u>1.2-Rotation Symmetry</u>	23-26	LS 1.2, OH 1.2, mirrors, rulers, angle rulers, or protractors,	Rotation symmetry
1		<u>1.3-Symmetry in Kaleidoscope Designs/Analyzing Symmetries</u>	27-30	LS 1.3, OH 1.3, mirrors, rulers, angle rulers, or protractors, kaleidoscope	Basic design element
.5		<u>1.4 Translation Symmetry</u>	31-34	OH 1.4A-C LS 1.4 Grid paper, Tracing paper Mirrors, rulers, angle rulers or protractors	Translation Translation symmetry
1.5		<u>ACE Questions (**see note below):</u> 1.1 2*, 5*, 7*, 9* 1.2 11, 14*, 17*, <b>34-40, 47</b> 1.3 <b>48</b>	35 – 42	LS 1ACE Exercises 2 – 5 LS 1 ACE Exercises 6 - 9	
.5		Mathematical Reflections Questions 1) a & b; 2) a & b	42		
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Kaleidoscopes, Hubcaps and Mirrors</b>					<b>28 days</b>
<b>Investigation 2 - Symmetry Transformations (C11, C21)</b>					<b>7 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
1		<u>2.1 Describing Line Reflections</u>	2-15 45-47	LS 2.1 A, B, C OH 2.1A, 2.1B Mirrors, rulers, angle rulers or protractors	Transformation Line reflections
1		<u>2.2 Describing Rotations</u>	55-57	LS 2.2 A, B, C OH 2.2A, 2.2B Mirrors, rulers, angle rulers or protractors Tracing paper	Rotation
1		<u>2.3 Describing Translations</u>	59-60	LS 2.3 A, B OH 2.3A, 2.3B Mirrors, rulers, angle rulers or protractors	Translation
1		<u>2.4 Using Symmetry to Think about Tessellations</u>	63-66	OH 2.4A-B LS 2.4 A-B Grid paper, Tracing paper Mirrors, rulers, angle rulers or protractors	Tessellation Basic Design Element
2		<u>ACE Questions (**see note below):</u> 2.1 1*, 2*, 3*, <b>16</b> 2.2 6*, 7* 2.3 9*, <b>22-23</b> 2.4 10-13*, <b>24</b>	67 – 73	LS 2ACE Exercise 1 LS 2ACE Exercise 2 – 3 LS 2ACE Exercise 6 LS 2ACE Exercise 7 LS 2ACE Exercise 8 - 9	
1		Mathematical Reflections/Assessment	73		
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Kaleidoscopes, Hubcaps and Mirrors</b>					<b>28 Days</b>
<b>Investigation 3 - Exploring Congruence (C11, C21)</b>					<b>4 Days</b>
Days	Date	Explorations	TE Reading	Materials Needed***	Essential Vocabulary
1		<u>3.1 Relating Symmetry &amp; Congruence</u>	2-15 76	LS 3.1 Blank OH Tracing paper	Congruent Congruence Corresponds
.5		<u>3.2 Congruent Triangles</u>	79-80	OH 3.2 Mirrors, rulers, angle rulers or protractors Tracing paper	
1.5		<u>ACE Questions (**see note below):</u> 3.1 1*-4* 3.2 <b>19-23</b> 3.3 7*-10* , <b>27-29</b> 3.4 11-14* , <b>24, 26</b>	93 - 96	LS 3ACE Exercises 1 - 4	
1		Mathematical Reflections/Assessment	96		

**Teacher Reflections:**

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Kaleidoscopes, Hubcaps and Mirrors (Investigation 5 is Optional)</b>					<b>28 Days</b>
<b>Investigation 5 - Connecting Transformations to Coordinates/Transforming Coordinates (C21)</b>					<b>8.5 Days</b>
<b>Days</b>	<b>Date</b>	<b>Explorations</b>	<b>TE Reading</b>	<b>Materials Needed***</b>	<b>Essential Vocabulary</b>
2		<u>5.1 Coordinate Rules for Reflections</u>	2-15 113-114	OH 5.1A, 5.1B Grid paper, Tracing paper Mirrors, rulers, angle rulers or protractors	Coordinates
1		<u>5.2 Coordinate Rules for Translations</u> Whole Class Exploration A-C	117-118	LS 5.2 A-C OH 5.2 A, B Grid paper, Tracing paper Mirrors, rulers, angle rulers or protractors	
1		<u>5.3 Coordinate Rules for Rotations</u> Whole Class Exploration A & B	121-122	LS 5.3 OH 5.3A-C Grid paper, Tracing paper Mirrors, rulers, angle rulers or protractors 5ACE Exercises 5-14	
2		<u>5.4 Coordinate Rules for Transformation Combinations</u>	125-127	OH 5.4 LS 5.4 Grid paper, Tracing paper Mirrors, rulers, angle rulers or protractors	
1.5		<u>ACE Questions (**see note below):</u> 5.1 1,3, <b>19</b> 5.2 4 5.3 5-14, <b>26, 28</b> 5.4 15-17, <b>24</b>	131-134	LS 5 ACE 15	
1		Mathematical Reflections	134		
3		Assessments			3 Days
<b>Teacher Reflections:</b>					

**\*Recommended ACE Questions/ ACE Questions that are in bold print support power benchmarks connected to the unit.**

**\*\* ACE may be done with each exploration, for homework, as assessment, or on an additional day.**



## Correlations between the Power Benchmarks for FCAT and the Next Generation of Sunshine State Standards

Power Benchmarks for FCAT	5 POINTS	CMP2 Unit	Next Generation SSS Benchmark
<b>C21</b>	Perpendicularity, parallelism, tangency, similarity, congruency, reflections, symmetry, transformations	<i>Moving Straight Ahead:</i> Linear Relationships <i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> Symmetry & Transformations	G24
<b>E11</b>	Different ways of presenting data can lead to different interpretations (Also assesses E13)	<i>Moving Straight Ahead:</i> Linear Relationships <i>Samples &amp; Populations:</i> Data & Statistics <i>Thinking with Mathematical Models:</i> Linear and Inverse Variation <i>Growing, Growing, Growing:</i> Exponential Relationships	S31
<b>4 POINTS</b>			
<b>A33</b>	Appropriate methods of computing	<i>Thinking with Mathematical Models:</i> Linear and Inverse Variation <i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Growing, Growing, Growing:</i> Exponential Relationships	A64
<b>B11</b>	Derive formulas for perimeter, area, circumference, surface area, and volume	<i>Looking for Pythagoras:</i> The Pythagorean Theorem	
<b>D22</b>	Solves real world problems involving linear equations & inequalities	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variation	A11, A42



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Power Benchmarks for FCAT</b>	<b>3 POINTS</b>	<b>CMP2 Unit</b>	<b>Next Generation SSS Benchmark</b>
<b>B14</b>	Constructs, interprets, and uses scale drawings to solve real-world problems	<i>Thinking with Mathematical Models:</i> Linear and Inverse Variation <i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> Symmetry & Transformations	
<b>C31</b>	Ratio, proportion, properties of right triangles	<i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> Symmetry & Transformations	G24
<b>C22</b>	Predicts and verifies patterns involving tessellations (assessed with C31)		
<b>A51</b>	Uses concepts about numbers, including primes, factors, and multiples to build number sequences (assessed with D11 and D12)	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variation <i>Growing, Growing, Growing:</i> Exponential Relationships	
<b>D12</b>	Creates and interprets tables, graphs, equations, inequalities, slope of a line, and verbal descriptions to explain cause-and-effect relationships		A12
	Translate among verbal, tabular, graphical and algebraic representations of linear functions		A15
<b>D21</b>	Algebraic expressions, equations and inequalities	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variation <i>Growing, Growing, Growing:</i> Exponential Relationships	A11
<b>E12</b>	Applies measures of central tendency and range (also assesses E13)	<i>Samples &amp; Populations:</i> Data & Statistics	S32



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

Power Benchmarks for FCAT	2 POINTS	CMP2 Unit	Next Generation SSS Benchmark
<b>A31</b>	Effects of operations on real numbers (including integers, exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real-world problems	<i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> Symmetry & Transformations	A64
<b>A41</b>	Estimation strategies	<i>Thinking with Mathematical Models:</i> Linear and Inverse Variation <i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Growing, Growing, Growing:</i> Exponential Relationships	A62
<b>B12</b>	Derive formulas for rate, distance, time, angle measures	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variations <i>Growing, Growing, Growing:</i> Exponential Relationships	G21
<b>B13</b>	Impact of change in one dimension on other measurements	<i>Looking for Pythagoras:</i> The Pythagorean Theorem	
<b>C11</b>	Properties and relationships of geometric shapes to construct formal and informal proofs	<i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Kaleidoscopes, Hubcaps, and Mirrors:</i> Symmetry & Transformations	
	Classify and determine the measure of angles, including angles created when parallel lines are cut by transversals		G22
	Demonstrate that the sum of the angles in a triangle is 180-degrees and apply this fact to find unknown measure of angles, and the sum of angles in polygons		G23



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Power Benchmarks for FCAT</b>	<b>2 POINTS</b>	<b>CMP2 Unit</b>	<b>Next Generation SSS Benchmark</b>
<b>C32</b>	Rectangular coordinate system, properties of lines – Use tables, graphs, and models to represent, analyze and solve real-world problems related to systems of linear equations	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variations <i>Growing, Growing, Growing:</i> Exponential Relationships	A13
<b>D11</b>	Describes relationships, patterns and functions	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with mathematical Models:</i> Linear and Inverse Variations <i>Growing, Growing, Growing:</i> Exponential Relationships	A11
<b>E31</b>	Makes inferences based on statistics	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variations <i>Growing, Growing, Growing:</i> Exponential Relationships	S32
<b>1 POINT</b>			
<b>A12</b>	Relative size of numbers	<i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Growing, Growing, Growing:</i> Exponential Relationships	
<b>A14</b>	Equivalent forms of numbers	<i>Looking for Pythagoras:</i> The Pythagorean Theorem <i>Growing, Growing, Growing:</i> Exponential Relationships	
<b>A21</b>	Exponential and scientific notation	<i>Growing, Growing, Growing:</i> Exponential Relationships	A61



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>Power Benchmarks for FCAT</b>	<b>1 POINT</b>	<b>CMP2 Unit</b>	<b>Next Generation SSS Benchmark</b>
<b>A32</b>	Properties of numbers, operational shortcuts	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variations <i>Growing, Growing, Growing:</i> Exponential Relationships	
<b>B22</b>	Real world problems involving conversions within the system	<i>Thinking with Mathematical Models:</i> Linear and Inverse Variations <i>Growing, Growing, Growing:</i> Exponential Relationships	G51
<b>E21</b>	Compares experimental results with theoretical probability	<i>Moving Straight Ahead:</i> Linear Relationships <i>Samples and Populations:</i> Data & Statistics	
<b>E22</b>	Odds for and against a given situation	Supplement Necessary	
<b>Power Benchmarks for FCAT</b>	<b>Assessed with Other Benchmarks</b>	<b>CMP2 Unit</b>	<b>Next Generation SSS Benchmark</b>
<b>E13</b>	Analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers (Assessed with E11 and E12)	<i>Samples and Populations:</i> Data & Statistics	
<b>E32</b>	Identifies the common uses and misuses of probability and statistical analysis in the everyday world (Assessed with E13)	<i>Samples and Populations:</i> Data & Statistics	
<b>B21</b>	Uses direct (measurement) and indirect (not measured) measures to compare a given characteristic in either metric or customary units (Assessed with A41, B11, B12, and B14)		



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

Power Benchmarks for FCAT	Assessed with Other Benchmarks	CMP2 Unit	Next Generation SSS Benchmark
<b>A11</b>	Associates verbal names, written word names, and standard numerals with integers, fractions, decimals, numbers expressed as percents, numbers with exponents, numbers in scientific notation (Assessed with A14)		
<b>A13</b>	Understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations (Assessed with A14 and D21)		
<b>B31</b>	Solves real-world and mathematical problems involving estimate of measurements. Conversions include only one unit of measure within the same system (Assessed with A41)		
	Identify the solution to a system of linear equations using graphs.	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variations	A14
	Compare the graphs of linear and non-linear functions for real-world situations	<i>Moving Straight Ahead:</i> Linear Relationships <i>Thinking with Mathematical Models:</i> Linear and Inverse Variations	A16
	Simplify real number expressions using the laws of exponents	<i>Growing, Growing, Growing:</i> Exponential Relationships	A63
	Solve literal equations for a specified variable	<i>Thinking with Mathematical Models:</i> Linear and Inverse Variation	A41



## CMP2 Units Aligned with the Next Generation of Sunshine State Standards

BIG IDEAS/SUPPORTING IDEAS	Connected Mathematics Project 2 Units	Next Generation SSS Benchmarks
<b>Big Idea 1:</b> Analyze and represent linear functions and solve linear equations and systems of linear equations	<b><i>Moving Straight Ahead:</i> Linear Relationships</b>	<b>A11</b> Create and interpret tables, graphs, and models to represent, analyze, and solve problems related to linear equations <b>A12</b> Interpret slope, x- and y-intercepts when graphing a linear equation for a real-world problem <b>A13</b> Use tables, graphs, and models to represent, analyze, and solve real-world problems related to a system of linear equations
	<b><i>Thinking with Mathematical Models:</i> Linear and Inverse Variations</b>	<b>A14</b> Identify the solution to a system of linear equations using graphs <b>A15</b> Translate among verbal, tabular, graphical and algebraic representations of linear functions <b>A16</b> Compare the graphs of linear and non-linear functions for real-world situations



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

<b>BIG IDEAS/SUPPORTING IDEAS</b>	<b>Connected Mathematics Project 2 Units</b>	<b>Next Generation SSS Benchmarks</b>
<b>Big Idea 2:</b> Analyze two and three-dimensional figures using distance and angle measures	<b><i>Looking for Pythagoras: The Pythagorean Theorem</i></b>	<b>G21</b> Use similar triangles to solve problems that include height and distance <b>G22</b> Classify and determine measures of angles including angles formed when parallel lines are cut by a transversal <b>G23</b> Demonstrate that the sum of angles in a triangle is 180 degrees and apply this fact to find unknown measures of angles and the sum of angles in polygons <b>G24</b> Validate and apply Pythagorean Theorem to find distances in real-world situations or between points on a coordinate plane
	<b><i>Kaleidoscopes, Hubcaps, and Mirrors: Symmetry and Transformations</i></b>	
<b>Big Idea 3:</b> Analyze and summarize data sets	<b><i>Samples and Populations: Data and Statistics</i></b>	<b>S31</b> Select, organize and construct appropriate data displays including box and whisker plots, scatter plots, and lines of best fit to convey information and make conjectures about possible relationships <b>S32</b> Determine and describe how changes in data values impact measures of central tendency
	<b><i>Moving Straight Ahead: Linear Relationships</i></b>	
	<b><i>Thinking with Mathematical Models: Linear and Inverse Variations</i></b>	
<b>Supporting Idea:</b> Algebra	<b><i>Moving Straight Ahead: Linear Relationships</i></b>	<b>A41</b> Solve literal equations for a specified variable
	<b><i>Thinking with Mathematical Models: Linear and Inverse Variations</i></b>	<b>A42</b> Solve and graph one- and two-step inequalities in one variable
<b>Supporting Idea:</b> Geometry and Measurement		<b>G51</b> Compare, contrast, and convert units of measures between different measurement systems and dimensions including temperature, area, volume, and derived units to solve problems



**2008-2009 GRADES 8 INSTRUCTIONAL PLAN  
CONNECTED MATHEMATICS PROJECT 2 - PRENTICE HALL**

BIG IDEAS/SUPPORTING IDEAS	Connected Mathematics Project 2 Units	Next Generation SSS Benchmarks
<b>Supporting Idea:</b> Numbers and Operations	<b><i>Looking for Pythagoras: The Pythagorean Theorem</i></b>	<b>A61</b> Use exponents and scientific notation to write large and small numbers and vice versa and to solve problems <b>A62</b> Make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions <b>A63</b> Simplify real number expressions using the laws of exponents <b>A64</b> Perform operations on real numbers using multi-step and real-world problems
	<b><i>Growing, Growing, Growing: Exponential Relationships</i></b>	