

Mathematics Pacing Guide Alignment with Common Core Standards

Grade 8

Time Frame: 3 Weeks – September

Unit 1: Radicals and Integer Exponents

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <p>Work with radicals and integer exponents</p> <p>8. EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{(-3)} = 1/(3^3) = 1/27$.</p> <p>8. EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p> | <p>Understand real number concepts</p> <p>N.ME.08.01 Understand the meaning of a square root of a number and its connection to the square whose area is the number; understand the meaning of a cube root and its connection to the volume of a cube.</p> <p>N.ME.08.02 Understand meanings for zero and negative integer exponents.</p> <p>N.FL.08.05 Estimate and solve problems with square roots and cube roots using calculators.</p> <p>N.FL.08.06 Find square roots of perfect squares and approximate the square roots of non-perfect squares by locating between consecutive integers, e.g., $\sqrt{130}$ is between 11 and 12.</p> | <p>What are radicals?</p> <p>What are integers exponents?</p> <p>What are square and cube roots?</p> | <p>Before</p> <p>KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During</p> <p>Omnifix cubes / tiles for building squares and cubes and modeling area and length of a side. Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Graphic</p> | <p>Integers Irrational Numbers Negative Exponents Square Root Cube Root Exponent / Power Zero Exponents Radical Radicand Perfect Square Perfect Cube Non-Perfect Square Non-Perfect Cube Rational Number Index Area Volume</p> | <p>Interactive Exponent Tutorial: http://people.hofstra.edu/Stefan_Waner/RealWorld/tut_alg_rev1ew/framesA_2.html</p> <p>Cubes and Cube Roots Tutorial: http://www.mathsisfun.com/numbers/cube-root.html</p> <p>Negative Exponent Tutorial: http://www.purplemath.com/modules/exponent2.htm</p> <p>Square Root Tutorial: http://www.math.com/school/subject1/lessons/S1U1L9GL.html</p> <p>Exponent Lessons, Practices, and Activities:</p> <ul style="list-style-type: none"> • http://www.regentsprep.org/Regents/math/algtrig/ATO1/indexATO1.htm • http://www.regentsprep.org/Regents/math/ALGEBRA/AO5/indexAO5.htm |

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| | | | Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson “check points” Partner Work Small Group Work KWL Chart <u>After</u> Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems | |
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Mathematics Pacing Guide Alignment with Common Core Standards

Time Frame: 3 Weeks – September/October

Grade 8

Unit 2: Irrational Numbers

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <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>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). For example, by truncating the decimal expansion of $\sqrt{2}$.</p> | <p>Understand real number concepts</p> <p>N.ME.08.03 Understand that in decimal form, rational numbers either terminate or eventually repeat, and that calculators truncate or round repeating decimals; locate rational numbers on the number line; know fraction forms of common repeating decimals, e.g., $0.1(\text{repeating}) = \frac{1}{9}$; $0.3(\text{repeating}) = \frac{1}{3}$.</p> <p>N.ME.08.04 Understand that irrational numbers are those that cannot be expressed as the quotient of two integers, and cannot be represented by terminating or repeating decimals; approximate the position of familiar irrational numbers, e.g., $\sqrt{2}$, $\sqrt{3}$, π, on the number line.</p> | <p>What are irrational numbers?</p> | <p>Before</p> <p>Number lines (individual and whole class)</p> <p>KWL Chart</p> <p>Pre-test</p> <p>Brainstorming</p> <p>Graphic Organizers</p> <p>During</p> <p>Number lines (individual and whole class)</p> <p>Vocabulary Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used to review content)</p> <p>Formative Assessments throughout lesson</p> <p>Graphic Organizers</p> | <p>Repeating</p> <p>Decimal</p> <p>Terminating</p> <p>Decimal</p> <p>Truncate</p> <p>Round</p> | <p>Irrational Number Tutorial: http://www.mathsisfun.com/irrational-numbers.html</p> <p>Rational and Irrational Number Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AOP1/indexAOP1.htm</p> <p>Additional Math Resources: http://www.svsu.edu/mathsci-center/uploads/math/M06N.htm#b</p> |

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Mathematics Pacing Guide Alignment with Common Core Standards

Time Frame: 3 Weeks – October/November

Grade 8

Unit 3: Radicals and Integer Exponents

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <p><u>Moving Into 8th Grade</u> Work with radicals and integer exponents. 8. EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</p> <p>8. EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p> | <p><u>Moving Into 8th Grade</u> Use exponents N.ME.06.16 Understand and use integer exponents, excluding powers of negative bases; express numbers in scientific notation.</p> | <p>What are integers, exponents, and radical numbers?</p> | <p>Before KWL Chart Pre-test Brainstorming Graphic Organizers Long white paper for “folding” scientific notation numbers into standard notation numbers</p> <p>During Long white paper for “folding” scientific notation numbers into standard notation numbers Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout</p> | <p>Negative Bases Scientific Notation</p> | <p>Scientific Notation Tutorial: http://www.nyu.edu/pages/mathmol/textbook/scinot.html</p> <p>Exponent Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/algtrig/ATO1/indexATO1.htm</p> <p>Scientific Notation Quiz Game: http://janus.astro.umd.edu/cgi-bin/astro/scinote.pl</p> <p>Scientific Notation Practice: http://www.ieer.org/clsroom/sci_drill.html</p> |

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Mathematics Pacing Guide Alignment with Common Core Standards

Time Frame: 4 Weeks – November

Grade 8

Unit 4: Proportional Relationships, Lines, and Linear Equations

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <p><u>Moving Into 8th Grade</u> Understand the connections between proportional relationships, lines, and linear equations. 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>8. EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p> | <p><u>Moving Into 8th Grade</u> Understand and solve problems involving rates, ratios, and proportions N.MR.07.04 Convert ratio quantities between different systems of units, such as feet per second to miles per hour.</p> <p>Understand and apply directly proportional relationships and relate to linear relationships A.PA.07.01 Recognize when information given in a table, graph, or formula suggests a directly proportional or linear relationship.</p> <p>A.RP.07.02 Represent directly proportional and linear relationships using verbal descriptions, tables, graphs, and formulas, and translate among these representations.</p> <p>A.PA.07.03 Given a directly proportional or other linear situation, graph and interpret the slope and intercept(s) in terms of the original situation; evaluate $y = mx + b$ for</p> | <p>What are the connections between proportional relationships, lines, and linear equations?</p> | <p>Before KWL Chart Pre-test Brainstorming Graphic Organizers Graph Paper Rulers “Slope” Stories Stop watching for collecting distance / time data.</p> <p>During Graph Paper Rulers “Slope” Stories Stop watching for collecting distance / time data. Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative</p> | <p>Proportion Unit Rate Slope Similar Intercept Ratio Quantities Directly Proportional Relationship Linear Relationship</p> | <p>Fractions, Percents, Ratios, and Proportions Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AO3/indexAO3.htm</p> <p>Rate Tutorial: http://www.math.com/school/subject1/lessons/S1U2L3GL.html</p> <p>Linear Equation Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AE2/indexAE2.htm</p> <p>Slope-Intercept Activity: http://www.explorelearning.com/index.cfm?method=cResource.detail&ResourceID=88</p> <p>Linear Function Machine: http://www.shodor.org/interactivate/activities/LinearFunctionMachine/</p> |

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| | <p>specific x values, e.g., weight vs. volume of water, base cost plus cost per unit.</p> <p>A.PA.07.05 Recognize and use directly proportional relationships of the form $y = mx$, and distinguish from linear relationships of the form $y = mx + b$, b non-zero; understand that in a directly proportional relationship between two quantities one quantity is a constant multiple of the other quantity.</p> | | <p>Assessments throughout lesson</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Practice Problems</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review Stations</p> <p>KWL Chart</p> <p>Real World Problems</p> | | |
| <p>Moving to 7th Grade</p> <p>Use properties of operations to generate</p> | <p>Moving to 7th grade and High School</p> <p>Solve Problems</p> | | | | |

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| <p>equivalent expressions 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. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</p> <p>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 as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9</p> | <p>N.MR.08.07 Understand percent increase and percent decrease in both sum and product form, e.g., 3% increase of a quantity x is $x + .03x = 1.03x$.</p> <p>N.MR.08.08 Solve problems involving percent increases and decreases.</p> <p>N.FL.08.09 Solve problems involving compounded interest or multiple discounts.</p> <p>N.MR.08.10 Calculate weighted averages such as course grades, consumer price indices, and sports ratings.</p> <p>N.FL.08.11 Solve problems: Solve problems involving ratio units, such as miles per hour, dollars per pound, or persons per square mile.</p> | | | | |
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| <p>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.</p> <p>Analyze proportional relationships and use them to solve real-world and mathematical problems 7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>Moving to High School Apply geometric concepts in modeling situations G.MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot)</p> | | | | | |
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Mathematics Pacing Guide Alignment with Common Core Standards

Grade 8

Time Frame: 3 Weeks – December

Unit 5: Linear Equations

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <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>8. EE.8 Analyze and solve pairs of simultaneous linear equations</p> | <p>Understand solutions and solve equations, simultaneous equations, and linear inequalities</p> <p>A.FO.08.10 Understand that to solve the equation $f(x) = g(x)$ means to find all values of x for which the equation is true, e.g., determine whether a given value, or values from a given set, is a solution of an equation (0 is a solution of $3x^2 + 2 = 4x + 2$, but 1 is not a solution).</p> <p>A.FO.08.11 Solve simultaneous linear equations in two variables by graphing, by substitution, and by linear combination; estimate solutions using graphs; include examples with no solutions and infinitely many solutions.</p> <p>A.FO.08.13 Set up and solve applied problems involving simultaneous linear equations and linear inequalities.</p> | <p>What are linear equations?</p> <p>What are the applications in the real world?</p> | <p>Before</p> <p>Graph Paper Rulers “Slope” Stories Stop watching for collecting distance / time data KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During</p> <p>Graph Paper Rulers “Slope” Stories Stop watching for collecting distance / time data Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of</p> | <p>Distributive Property Identity Solution Infinitely Many Solutions No Solution Substitution Linear Combination Simultaneous Linear Equations Linear Equations Inequality Equality</p> | <p>Linear Equation Game: http://hotmath.com/hotmath_help/games/kp/kp_hotmath_sound.swf</p> <p>Equality and Inequality Video Tutorial: http://www.youtube.com/watch?v=NFJdIK6Ydgc</p> <p>Linear Equation Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AE2/indexAE2.htm</p> <p>Solving Systems of Equations Video Tutorial: http://www.montgomeryschoolsmd.org/departments/itv/MathDude/MD_Algebra1_4-1.shtm</p> <p>Inequality Tutorial: http://www.math.com/school/subject2/lessons/S2U3L4GL.html</p> |

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| <p>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</p> <p>c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</p> | | | <p>content)</p> <p>Formative Assessments throughout lesson</p> <p>Notes</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Practice Problems</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review</p> <p>Stations</p> | | |
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| | | | KWL Chart Real World Problems | | |
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**Mathematics Pacing Guide Alignment with Common Core Standards
Grade 8**

**Time Frame: 4 Weeks – January
Unit 6: Functions**

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <p>CRITICAL AREA: Grasping the concept of a function and using functions to describe quantitative relationships</p> <p>Define, evaluate, and compare functions 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 output¹.</p> <p>8. F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has</p> | <p>FOCAL POINT: Analyzing and representing non-linear functions</p> <p>Understand the concept of non-linear functions using basic examples A.RP.08.01 Identify and represent linear functions, quadratic functions, and other simple functions including inversely proportional relationships ($y = k/x$); cubics ($y = ax^3$); roots ($y = \sqrt{x}$); and exponentials ($y = a^x$, $a > 0$); using tables, graphs, and equations.</p> <p>A.PA.08.02 For basic functions, e.g., simple quadratics, direct and indirect variation, and population growth, describe how changes in one variable affect the others.</p> <p>A.PA.08.03 Recognize</p> | <p>What is a functions?</p> | <p>Before Graph paper FUN-ction flip book KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During Graph paper FUN-ction flip book Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout</p> | <p>Function Input Output Rate of change Linear Equation</p> | <p>Function Evaluator and Grapher: http://www.ohaganbooks.com/ThirdEdSite/functions/func.html</p> <p>Function Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/ALGEBRA/AP3/indexAP3.htm</p> |

¹ Function notation is not required in Grade 8

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| <p>the greater rate of change.</p> <p>8. F.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. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</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>8. F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where</p> | <p>basic functions in problem context, e.g., area of a circle is πr^2, volume of a sphere is $(4/3)\pi r^3$, and represent them using tables, graphs, and formulas.</p> <p>A.RP.08.04 Use the vertical line test to determine if a graph represents a function in one variable.</p> | | <p>lesson Notes Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson “check points” Partner Work Small Group Work KWL Chart</p> <p>After Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p> | | |
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| <p>the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p> | | | | | |
| <p>Moving to 7th Grade Solve real-life and mathematical problems using numerical and algebraic expressions and equations 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>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</p> | <p>Moving to 7th Grade Understand solutions and solve equations, simultaneous equations, and linear inequalities A.FO.08.12 Solve linear inequalities in one and two variables, and graph the solution sets.</p> | | | | |

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| <p>make, and describe the solutions.</p> | | | | | |
| <p>Moving to High School Analyze functions using different representations F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> | <p>Moving to High School Understand and represent quadratic functions A.RP.08.05: Relate quadratic functions in factored form and vertex form to their graphs, and vice versa; in particular, note that solutions of a quadratic equation are the x-intercepts of the corresponding quadratic function. A.RP.08.06 Graph factorable quadratic functions, finding where the graph intersects the x-axis and the coordinates of the vertex; use words "parabola" and "roots"; include functions in vertex form and those with leading coefficient -1, e.g., $y = x^2 - 36$, $y = (x - 2)^2 - 9$; $y = -x^2$; $y = -(x - 3)^2$.</p> | | <p>Before KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Notes Graphic Organizers Class Discussion Class Examples Student Participation at board</p> | | <p>Finite Math Tutorials and Assessments: http://www.ohaganbooks.com/ThirdEdSite/tcfinitep.html</p> <p>Quadratic Function Tutorials:</p> <ul style="list-style-type: none"> • http://www.anlyzemath.com/quadratic/quadraticg.htm • http://www.themathpage.com/aprecalc/quadratic-equation.htm <p>Polynomial Tutorials:</p> <ul style="list-style-type: none"> • http://archives.math.utk.edu/visual.calculus/0/polynomials.1.1/index.html • http://www.themathpage.com/aprecalc/polynomial.htm <p>Factor Game: http://illuminations.nctm.org/ActivityDetail.aspx?ID=12</p> |

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| | | | <p>Independent Practice Real World Problems Lesson “check points” Partner Work Small Group Work KWL Chart</p> <p>After Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p> | | |
| <p><u>Moving to High School</u> Solve equations and inequalities in one variable A.REI.4 Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the</p> | <p><u>Moving to High School</u> Recognize, represent and apply common formulas A.FO.08.07 Recognize and apply the common formulas: $(a + b)^2 = a^2 + 2ab + b^2$ $(a - b)^2 = a^2 - 2ab + b^2$ $(a + b)(a - b) = a^2 - b^2$</p> | | | | |

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| <p>same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> | <p>; represent geometrically.</p> <p>A.FO.08.08 Factor simple quadratic expressions with integer coefficients, e.g., $x^2 + 6x + 9$, $x^2 + 2x - 3$, and $x^2 - 4$; solve simple quadratic equations, e.g., $x^2 = 16$ or $x^2 = 5$ (by taking square roots); $x^2 - x - 6 = 0$, $x^2 - 2x = 15$ (by factoring); verify solutions by evaluation.</p> <p>A.FO.08.09 Solve applied problems involving simple quadratic equations.</p> | | | | |
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Mathematics Pacing Guide Alignment with Common Core Standards

Grade 8

Time Frame: 4 Weeks – February

Unit 7: Bivariate Data

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <p>CRITICAL AREA: Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations</p> <p><u>Moving Into 8th Grade</u> Investigate patterns of association in bi -variant data 8. SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8. SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit</p> | <p>FOCAL POINT: <u>Analyzing and summarizing data sets</u></p> <p><u>Moving Into 8th Grade</u> Represent and interpret data D.AN.07.02 Create and interpret scatter plots and find line of best fit; use an estimated line of best fit to answer questions about the data.</p> <p>Compute statistics about data sets D.AN.07.03 Calculate and interpret relative frequencies and cumulative frequencies for given data sets.</p> <p>Scatterplots and Correlation S2.1.1 Construct a scatterplot for a bivariate data set with appropriate labels and scales.</p> <p>S2.1.2 Given a scatterplot, identify patterns, clusters, and outliers. Recognize no correlation, weak</p> | <p>What is a pattern?</p> <p>What is bivariate data?</p> <p>What are the patterns in bivariate data?</p> | <p>Before Battle ship, class made scatter plot (outliers, clusters, + or - association) Buried Treasure KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During Battle ship, class made scatter plot (outliers, clusters, + or - association) Buried Treasure Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a</p> | <p>Bi – variant Scatter plots Clustering Outliers Positive Association Negative Association Line of Best fit Frequency Relative Frequency Cumulative Frequency Correlation</p> | <p>Interactive Plot Graph: http://www.shodor.org/interactive/activities/SimplePlot/</p> |

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| <p>by judging the closeness of the data points to the line.</p> <p>8. SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</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</i></p> | <p>correlation, and strong correlation.</p> | | <p>preview of review of content)</p> <p>Formative Assessments throughout lesson</p> <p>Notes</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Practice Problems</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content</p> | | |
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| <p><i>there evidence that those who have a curfew also tend to have chores?</i></p> | | | <p>Review Stations KWL Chart Real World Problems</p> | | |
| <p>Moving to 6th Grade Develop an understanding of statistical variability 6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</p> <p>6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p>Summarize and describe</p> | <p>Moving to 6th Grade and High School D.AN.08.01 Determine which measure of central tendency (mean, median, mode) best represents a data set, e.g., salaries, home prices, for answering certain questions; justify the choice made.</p> <p>D.AN.08.02 Recognize practices of collecting and displaying data that may bias the presentation or analysis.</p> | | | | |

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| <p>distributions</p> <p>6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p> <p>a. Reporting the number of observations.</p> <p>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p>c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.</p> <p><u>Moving to High School</u></p> <p>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p> <p>S.IC.6 Evaluate reports based on data</p> | | | | | |
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**Mathematics Pacing Guide Alignment with Common Core Standards
Grade 8**

**Time Frame: 4 Weeks – March
Unit 8: Congruence and Similarity**

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <p>Moving Into 8th Grade Understand congruence and similarity using physical models, transparencies, or geometry software. 8. G.1 Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.</p> <p>8. G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an</p> | <p>Moving Into 8th Grade Understand the concept of congruence and basic transformations G.TR.06.03 Understand the basic rigid motions in the plane (reflections, rotations, translations), relate these to congruence, and apply them to solve problems.</p> <p>G.TR.06.04 Understand and use simple compositions of basic rigid transformations, e.g., a translation followed by a reflection.</p> <p>Understand and apply concepts of transformation and symmetry G.TR.08.09 Understand the definition of dilation from a point in the plane, and relate it to the definition of similar polygons.</p> <p>G.TR.08.10 Understand and use reflective and rotational symmetries of two-dimensional shapes and relate them to</p> | <p>What are transformation?</p> <p>What is congruence ?</p> <p>What is similarity?</p> | <p>Before Geometry Software Plastic Shapes Rulers/Protractors Graph Paper KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During Geometry Software Plastic Shapes Rulers/Protractors Graph Paper Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative</p> | <p>Congruence Similarity Transformation Rotations Reflection Translation Dilation Reflective Symmetry Rotational Symmetry</p> | <p>Constructing Tangrams Activity: http://mathforum.org/trscavo/tangrams/construct.html</p> <p>Interactive Transformation Practice and Games: <ul style="list-style-type: none"> • http://www.mathsnet.net/transform/index.html • http://nlvm.usu.edu/en/nav/frames_asid_295_g_3_t_3.html?open=activities • http://www.bbc.co.uk/education/mathsfile/shockwave/games/bathroom.html </p> |

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| <p>argument in terms of transversals why this is so.</p> <p>8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p>8. G.3 Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.</p> <p>8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> | <p>transformations to solve problems.</p> | | <p>Assessments throughout lesson</p> <p>Notes</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Practice Problems</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> <p>Partner Work</p> <p>Small Group Work</p> <p>KWL Chart</p> <p>After</p> <p>Post-Test</p> <p>Graphic Organizers</p> <p>Partner Work</p> <p>Small Group Work</p> <p>Content Review</p> <p>Stations</p> <p>KWL Chart</p> | | |
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| | | | Real World Problems | | |
| <p>Moving to 6th Grade Solve real-world and mathematical problems involving area, surface area, and volume 6.G.1 Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>Moving to 7th Grade Solve real-life and mathematical problems involving angle measure, area, surface area, and volume 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. 7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and</p> | <p>Moving to 6th and 7th Grade Solve problems about geometric figures G.SR.08.03 Understand the definition of a circle; know and use the formulas for circumference and area of a circle to solve problems.</p> <p>G.SR.08.04 Find area and perimeter of complex figures by sub-dividing them into basic shapes (quadrilaterals, triangles, circles).</p> <p>G.SR.08.05 Solve applied problems involving areas of triangles, quadrilaterals, and circles.</p> | | <p>Before Hula hoops String for “class” circle Circles to measure to determine PI Tape Measures Paper Shapes and scissors KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During Hula hoops String for “class” circle Circles to measure to determine PI Tape Measures Paper Shapes</p> | | <p>Circle Tutorial: http://www.mathsisfun.com/geometry/circle.html</p> <p>Area and Perimeter of Complex Figures Video Tutorial: http://mrredmath.blogspot.com/2008/09/area-and-perimeter-of-complex-figures.html</p> <p>Geometry Tutorials and Assessments: http://www.math.com/homeworkhelp/Geometry.html</p> |

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| <p>three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> | | | <p>and scissors</p> <p>Vocabulary Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used as a preview of review of content)</p> <p>Formative Assessments throughout lesson</p> <p>Notes</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Practice Problems</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check</p> | | |
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| | | | points” Partner Work Small Group Work KWL Chart <u>After</u> Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems | | |
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Mathematics Pacing Guide Alignment with Common Core Standards

Grade 8

Time Frame: 4 Weeks – April/May

Unit 9: The Pythagorean Theorem

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <p>CRITICAL AREA: Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem</p> <p>Understand and apply the Pythagorean Theorem 8. G.6. Explain a proof of the Pythagorean Theorem and its converse.</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>FOCAL POINT: Analyzing two- and three-dimensional space and figures by using distance and angle</p> <p>Understand and use the Pythagorean Theorem G.GS.08.01 Understand at least one proof of the Pythagorean Theorem; use the Pythagorean Theorem and its converse to solve applied problems including perimeter, area, and volume problems.</p> <p>G.LO.08.02 Find the distance between two points on the coordinate plane using the distance formula; recognize that the distance formula is an application of the Pythagorean Theorem.</p> | <p>How do you create two and three dimensional objects?</p> <p>What is the purpose of the Pythagorean Theorem?</p> | <p>Before “What’s Your Angle, Pythagoras?”</p> <p>Paper Triangles and Rulers with cm Colored Tiles for “proofs” Graph paper for distance formula KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During “What’s Your Angle, Pythagoras?”</p> <p>Paper Triangles and Rulers with cm Colored Tiles for “proofs” Graph paper</p> | <p>Pythagorean Theorem Converse Proof Distance Formula Hypotenuse Theorem Postulates</p> | <p>Pythagoras' Theorem Tutorial: http://www.mathisfun.com/pythagoras.html</p> <p>Distance Formula Tutorial: http://www.purplemath.com/modules/distform.htm</p> <p>Coordinate Geometry Tutorial: http://www.onlinemathlearning.com/coordinate-geometry.html</p> <p>Pythagorean Theorem Lessons, Practices, and Tutorials: http://www.regentsprep.org/Regents/math/geometry/GP13/indexGP13.htm</p> |

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| | | | for distance formula Vocabulary Lessons (word, definition, picture, sentence) Warm-ups (Used as a preview of review of content) Formative Assessments throughout lesson Notes Graphic Organizers Class Discussion Practice Problems Class Examples Student Participation at board Independent Practice Real World Problems Lesson “check points” Partner Work Small Group | | |
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| | | | Work KWL Chart <u>After</u> Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems | | |
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Mathematics Pacing Guide Alignment with Common Core Standards

Grade 8

Time Frame: 4 Weeks – May/June

Unit 10: Surface Area and Volume

| Common Core | GLCE | Essential Questions | Assessment | Vocabulary | Resources |
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| <p>CRITICAL AREA: Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem</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 volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p> | <p>FOCAL POINT: Developing an understanding of and using formulas to determine surface areas and volumes of three-dimensional shapes</p> <p>Understand concepts of volume and surface area, and apply formulas</p> <p>G.SR.08.06 Understand concepts of volume and surface area, and apply formulas: Know the volume formulas for generalized cylinders ((area of base) x height), generalized cones and pyramids ($\frac{1}{3}$ (area of base) x height), and spheres ($\frac{4}{3} \pi \times (\text{radius})^3$) and apply them to solve problems.</p> | <p>How do you solve problems for surface area and volume?</p> | | | |
| <p>Moving to 7th Grade Solve real-life and mathematical problems involving angle measure, area, surface area, and volume 7.G.6 Solve real-world and mathematical problems involving area, volume and</p> | <p>Moving to 7th Grade Understand concepts of volume and surface area, and apply formulas G.SR.08.07 Understand the concept of surface area, and find the surface area of prisms, cones, spheres, pyramids, and cylinders.</p> | | <p>Before 3D shapes (either plastic or paper) KWL Chart Pre-test Brainstorming Graphic</p> | <p>Surface Area Volume</p> | <p>Prisms, Pyramids, Cylinders, Cones, and Spheres – Lessons, Practices, and Activities: http://www.regentsprep.org/Regents/math/geometry/GG2/indexGG2.htm Cone Tutorial:</p> |

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| <p>surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> | <p>Visualize solids Moving to 7th grade - G.SR.08.08 Sketch a variety of two-dimensional representations of three-dimensional solids including orthogonal views (top, front, and side), picture views (projective or isometric), and nets; use such two-dimensional representations to help solve problems.</p> | | <p>Organizers</p> <p>During</p> <p>3D shapes (either plastic or paper)</p> <p>Vocabulary Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used as a preview of review of content)</p> <p>Formative Assessments throughout lesson</p> <p>Notes</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Practice Problems</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> | <p>http://www.mathsisfun.com/geometry/cone.html</p> <p>Cylinder Tutorial: http://www.mathsisfun.com/geometry/cylinder.html</p> <p>Sphere Tutorial: http://www.mathsisfun.com/geometry/sphere.html</p> |
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| | | | <p>Lesson “check points” Partner Work Small Group Work KWL Chart</p> <p>After Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p> | |
| <p>Moving to 7th Grade Investigate chance processes and develop, use, and evaluate probability models 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. For example, when rolling a number cube 600 times, predict that a 3 or</p> | <p>Moving to 7th Grade Understand probability concepts for simple compound events D.PR.08.03 Compute relative frequencies from a table of experimental results for a repeated event. Interpret the results using relationship of probability to relative frequency.</p> <p>D.PR.08.04 Apply the Basic Counting Principle to find total number of</p> | | <p>Before 3D shapes (either plastic or paper) KWL Chart Pre-test Brainstorming Graphic Organizers</p> <p>During 3D shapes (either plastic or</p> | <p>Geometric Probability Activity: http://www.explorelearning.com/index.cfm?method=cResource.dspDetail&ResourceID=59</p> <p>Logic Pattern Problem: http://www.learner.org/teacherslab/math/patterns/valentines/handshakes1_act.html</p> <p>Relative Frequency Histogram Table: http://www.cliffsnotes.com/WileyCDA/CliffsReviewTopic/Relative-Frequency-Histogram.topicArticleId-25951,articleId-25898.htm</p> |

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| <p>6 would be rolled roughly 200 times, but probably not exactly 200 times.</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. 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.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. 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</p> | <p>outcomes possible for independent and dependent events, and calculate the probabilities using organized lists or tree diagrams</p> <p>D.PR.08.05 Find and/or compare the theoretical probability, the experimental probability, and/or the relative frequency of a given event.</p> <p>D.PR.08.06 Understand the difference between independent and dependent events, and recognize common misconceptions involving probability, e.g., Alice rolls a 6 on a die three times in a row; she is just as likely to roll a 6 on the fourth roll as she was on any previous roll.</p> | | <p>paper)</p> <p>Vocabulary Lessons (word, definition, picture, sentence)</p> <p>Warm-ups (Used as a preview of review of content)</p> <p>Formative Assessments throughout lesson</p> <p>Notes</p> <p>Graphic Organizers</p> <p>Class Discussion</p> <p>Practice Problems</p> <p>Class Examples</p> <p>Student Participation at board</p> <p>Independent Practice</p> <p>Real World Problems</p> <p>Lesson “check points”</p> | | <p><u>1</u></p> <p>Dependent Events Tutorial: http://www.learningwave.com/chapters/probability/dependent_independent.html</p> |
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| <p>likely based on the observed frequencies?</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. 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</p> | | | <p>Partner Work Small Group Work KWL Chart</p> <p>After Post-Test Graphic Organizers Partner Work Small Group Work Content Review Stations KWL Chart Real World Problems</p> | | |
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| type A blood? | | | | | |
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