Ohio Mathematics

Grade 8

Adopted 2017

Standards for Mathematical Practice

1. **Make sense of problems and persevere in solving them.** MP.1
2. **Reason abstractly and quantitatively.** MP.2
3. **Construct viable arguments and critique the reasoning of others.** MP.3
4. **Model with mathematics.** MP.4
5. **Use appropriate tools strategically.** MP.5
6. **Attend to precision.** MP.6
7. **Look for and make use of structure.** MP.7
8. **Look for and express regularity in repeated reasoning.** MP.8

Geometry

A. **Understand congruence and similarity using physical models, transparencies, or geometry software.** 8.G.A

1. Verify experimentally the properties of rotations, reflections, and translations (include examples both with and without coordinates). 8.G.1
   a. Lines are taken to lines, and line segments are taken to line segments of the same length. 8.G.1.A
   b. Angles are taken to angles of the same measure. 8.G.1.B
   c. Parallel lines are taken to parallel lines. 8.G.1.C
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. (Include examples both with and without coordinates.) 8.G.2
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 8.G.3
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. (Include examples both with and without coordinates.) 8.G.4

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5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. 8.G.5

B. Understand and apply the Pythagorean Theorem. 8.G.B

6. Analyze and justify an informal proof of the Pythagorean Theorem and its converse. 8.G.6
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. 8.G.7
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. 8.G.8

C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. 8.G.C

9. Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres. 8.G.9

The Number System

A. Know that there are numbers that are not rational, and approximate them by rational numbers. 8.NS.A

1. Know that real numbers are either rational or irrational. Understand informally that every number has a decimal expansion which is repeating, terminating, or is non-repeating and non-terminating. 8.NS.1
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. 8.NS.2

Expressions and Equations

A. Work with radicals and integer exponents. 8.EE.A

1. Understand, explain, and apply the properties of integer exponents to generate equivalent numerical expressions. 8.EE.1
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. 8.EE.2
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. 8.EE.3
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal notation 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. 8.EE.4

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B. Understand the connections between proportional relationships, lines, and linear equations. 8.EE.B

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. 8.EE.5
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. 8.EE.6

C. Analyze and solve linear equations and pairs of simultaneous linear equations. 8.EE.C

7. Solve linear equations in one variable. 8.EE.7
   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). 8.EE.7.A
   b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8.EE.7.B

D. Analyze and solve linear equations and pairs of simultaneous linear equations. 8.EE.D

8. Analyze and solve pairs of simultaneous linear equations graphically. 8.EE.8
   a. Understand that the solution to a pair of linear equations in two variables corresponds to the point(s) of intersection of their graphs, because the point(s) of intersection satisfy both equations simultaneously. 8.EE.8.A
   b. Use graphs to find or estimate the solution to a pair of two simultaneous linear equations in two variables. Equations should include all three solution types: one solution, no solution, and infinitely many solutions. Solve simple cases by inspection. 8.EE.8.B
   c. Solve real-world and mathematical problems leading to pairs of linear equations in two variables. 8.EE.8.C

Statistics and Probability

A. Investigate patterns of association in bivariate data. 8.SP.A

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, negative, or no association; and linear association and nonlinear association. 8.SP.1
2. Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. 8.SP.2

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3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. 8.SP.3
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. 8.SP.4

Functions

A. Define, evaluate, and compare functions. 8.F.A

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Function notation is not required in Grade 8. 8.F.1
2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). 8.F.2
3. Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. 8.F.3

B. Use functions to model relationships between quantities. 8.F.B

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or 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. 8.F.4
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph, e.g., where 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. 8.F.5