

Board Approved August 2017

DEPARTMENT: Mathematics

COURSE: Math 8

Week	Marking Period 1	Week	Marking Period 3
1	Transformations & Similar Shapes	21	Functions & Algebra
2	Transformations & Similar Shapes	22	Functions & Algebra
3	Transformations & Similar Shapes	23	Functions & Algebra
4	Transformations & Similar Shapes	24	Simplifying Expressions
5	Transformations & Similar Shapes	25	Simplifying Expressions
6	Transformations & Similar Shapes	26	Simplifying Expressions
7	Angles & Lines	27	Solving Equations & Systems of Equations
8	Angles & Lines	28	Solving Equations & Systems of Equations
9	Sets of Real Numbers	29	Solving Equations & Systems of Equations
10	Sets of Real Numbers	30	Solving Equations & Systems of Equations
Week	Marking Period 2	Week	Marking Period 4
11	Pythagorean Theorem	31	Solving Equations & Systems of Equations
12	Pythagorean Theorem	32	Solving Equations & Systems of Equations
13	Pythagorean Theorem	33	NJASK Review
14	Pythagorean Theorem	34	NJASK Review
15	Volume	35	NJASK Review
16	Volume	36	Scatterplots
17	Geometry	37	Scatterplots
18	Geometry	38	Scatterplots
19	Review & Midterm	39	Scatterplots
20	Functions & Algebra	40	Final Exam

Time Frame	5 Weeks
Topic	
Transformations and Similar Shapes	
Essential Questions	
<ul style="list-style-type: none"> • When a figure is translated up or down, which coordinate changes? How? Why? What if the figure is translated left or right? • When a figure is reflected over the x-axis, which coordinate changes and why? What if the figure is reflected over the y-axis? • Which transformation maintains the orientation of the figure? • Which transformation does not maintain the size of the figure? • How does a resulting image differ when the pre-image has a scale factor of 2 and when the pre-image has a scale factor of $\frac{1}{2}$? • How can you determine if a shape will become bigger or smaller under a dilation? • How do you know if two shapes are similar? What's the difference between similar shapes and congruent shapes? • Is the perimeter of a shape maintained under dilation? Is the area? Why or why not? • Are the angle measures of a shape maintained under dilation? Why or why not? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to explain how to obtain an image from its pre-image and vice versa. • Students will understand the difference between congruent shapes and similar shapes and will be able to recognize sets of each. • Students will be able to identify the scale factor between a set of similar shapes and use it to create more similar shapes. 	
Alignment to NJSL	
8.G.1, 8.G.2, 8.G.3, 8.G.4	
Key Concepts and Skills	
<p><i><u>Vocabulary:</u> x-coordinate, y-coordinate, coordinate plane, ordered pairs, quadrants, x-axis, y-axis, origin, transformation, translation, reflection, rotation, dilation, congruent, similar, corresponding sides, corresponding angles, triangle, scalene, isosceles, equilateral, acute, obtuse, right, hypotenuse, leg, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, regular polygon, pentagon, hexagon, octagon</i></p> <ol style="list-style-type: none"> 1. Plot points on the coordinate plane and identify the quadrant/axis they are located in/on. 2. Understand and apply a rotation about the origin. 3. Understand and apply a reflection about the x-axis or y-axis. 4. Understand and apply translations. 5. Understand and apply dilations. 6. Understand and apply 2 or more transformations. 7. Describe the effects of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 8. Determine that the image and pre-image are congruent figures. 9. Determine that the image and pre-image are similar figures. 10. Determine whether figures are similar. 11. To use scale factors to create scale drawings. 12. To set up and solve proportions to find missing sides of similar shapes. 	

13. To classify and name geometric figures.

Learning Activities

Transformation Investigation

Transformations and Similar Shapes Responder Activity

“World of Transformations” Activities by Gloria Sanok

“The Transformation Game” by Glencoe/McGraw Hill- Mathematics Course 3 Text

TEXTBOOK: Holt MS Math Course 3: Section 5-6, 5-7, 7-5, 7-6, 7-7, 7-8

WORKBOOK: Measuring Up Pgs. 59, 65, 67, 69, 74, 75

Pearson’s NJ ASK Math Pgs. 174-175, 177, 179, 186

SUPPLEMENTAL: Worksheets

Assessments

Completing exercise questions (in class/at home)

Exit Slips

Quiz/Quizzes on Identifying and Creating Transformations

Quiz/Quizzes on Similar Shapes and Scale Drawings

Test on Transformations and Similar Shapes

Blow ‘Em Up Cartoon Project

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

Art (Designs and Animations)

Engineering and Architecture (Scale Drawings)

Technology Integration

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Geometer’s Sketchpad
Responders

Time Frame | 2 weeks**Topic**

Angles and Lines

Essential Questions

- Name a pair of angles in the given figure that are complementary/supplementary.
- Identify which angles are congruent and explain how you know using vocabulary.
- Will a transversal always create a pair of congruent obtuse angles and a pair of congruent acute angles?

Enduring Understandings

- Students will be able to find the missing angles in shapes and sets of lines using their vocabulary knowledge.

Alignment to NJSL

8.G.5

Key Concepts and Skills

Vocabulary: line, line segment, acute, obtuse, right, parallel, perpendicular, transversal, vertical line, horizontal line, x-axis, y-axis, vertical angle, vertex angle, adjacent angles, congruent angles, corresponding angles, alternate interior angles, alternate exterior angles, supplementary angles, complementary angles

1. To identify parallel and perpendicular lines.
2. To identify angles formed by a transversal.
3. To identify types of angles.
4. To find missing angles in shapes and sets of lines.

Learning Activities

Geoboard Angles and Lines Activity
Sum of Interior Angles of Polygons Discovery

TEXTBOOK: Holt MS Math Course 3: sections 5-1, 5-2, 5-3, 5-4

WORKBOOK: Measuring Up Pgs. 49, 53, 55, 57
Pearson's NJ ASK Math Pgs. 164, 165

SUPPLEMENTAL: Worksheets

Assessments

Completing exercise questions (in class/at home)
Exit Slips
Quiz on Identifying Types of Angles and Lines
Quiz on Finding Missing Angles
Test on Angles and Lines

21st Century Skills

	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

Art

Technology Integration

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
Geometer's Sketchpad

Time Frame

2 weeks

Topic

Sets of Real Numbers

Essential Questions

- Which fraction is larger? How do you know?
- Which decimals are rational numbers and which are irrational numbers?
- If a number is an integer, will it always be rational? Will it always be a whole number?
- What is a perfect square and how does it compare to a perfect cube?
- How do you find the side of a square if you are given its perimeter? If you are given its area?
- Which number is larger: $\sqrt{5}$ or $^3\sqrt{5}$?

Enduring Understandings

- Students will be able to determine which set(s) a number belongs to and how the number

compares to other numbers (in terms of larger or smaller).

- Students will understand the differences between each set of real numbers, particularly between rational and irrational.
- Students will be able to estimate the values of square roots and cube roots.
- Students will understand the relationship between the area of a square and the length of its side.
- Students will understand that the square root of any non-perfect square is irrational.

Alignment to NJSLs

8.NS.1, 8NS.2, 8.EE.2

Key Concepts and Skills

Vocabulary: real numbers, rational numbers, irrational numbers, integers, whole numbers, natural numbers, square roots/radicals, cube roots, terminating decimal, non-terminating decimal, repeating decimal, non-repeating decimal, set, subset, greater than, less than

1. Understand the real number system and how the subsets relate to one another.
2. Understand the differences between the subsets of the real number system.
3. Compare real numbers and order them on the number line.
4. Use rational approximations of irrational numbers to compare numbers.

Learning Activities

Matching Game (Verbal Sets to Sets Plotted on Number Line)

CONNECTED MATH SERIES: Looking for Pythagoras – Pgs. 59, 62, 63
(Assessment Pgs. 77, 81-85)

WORKBOOK: Measuring Up Pgs. 5, 7, 9, 11, 15
Pearson's NJ ASK Math Pgs. 42-43, 45, 81, 83

SUPPLEMENTAL: Worksheets

Assessments

Completing exercise questions (in class/at home)
Exit Slips
Quiz on the Real Number System
Quiz on Comparing Real Numbers on the Number Line
Quiz on Estimating Square and Cube Roots Sets
of Real Numbers Project

21 Century Skills

Creativity	x	Critical Thinking	x	Communication	x	Collaboration
Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

History of Mathematicians and the Real Number System

Technology Integration

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Calculators

Time Frame	4 weeks
Topic	
Pythagorean Theorem	
Essential Questions	
<ul style="list-style-type: none"> • If the legs of a triangle are 3 and 7, which of the following do you know could not possibly be the length of the hypotenuse without using the Pythagorean Theorem: a.) 8 b.) 9 c.) $\sqrt{10}$ d.) $\sqrt{68}$ • How can you find the length of the diagonal of a square if you know the square's area? • Which is a shorter route around a triangle: the hypotenuse or both legs? • Find the area of the isosceles triangle/trapezoid given the length of its base and legs. • Find the perimeter of the isosceles triangle/trapezoid given the length of its base and its height. • Prove that the triangle is a right triangle without measuring its angles. • When is the Pythagorean Theorem applicable? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will be able to estimate the side lengths of right triangles using the Pythagorean Theorem and their knowledge of square roots and perfect squares. • Students will be able to solve real world problems using the Pythagorean Theorem. • Students will be able to prove if triangles are right triangles using the converse of the Pythagorean Theorem. • Students will understand that the distance formula is derived from the Pythagorean Theorem. • Students will know that the hypotenuse must always be the longest side of any right triangle. 	
Alignment to NJSLs	
8.G.6, 8.G.7, 8.G.8	
Key Concepts and Skills	
<i>Vocabulary: right triangle, leg, hypotenuse, square roots, Pythagorean Theorem, area, perimeter</i>	
<ol style="list-style-type: none"> 1. Determine if a triangle is a right triangle using the Pythagorean Theorem. 2. Apply the Pythagorean Theorem to determine unknown side lengths. 3. Apply the Pythagorean Theorem/Distance Formula to find the distance between two points in a coordinate system. 4. Apply the Pythagorean Theorem to solve real world problems. 5. Apply the Pythagorean Theorem to find the area and perimeter of two-dimensional figures. 	
Learning Activities	
Pythagorean Theorem Discovery Distance Formula Discovery TEXTBOOK: Holt MS Math Course 3: sections 6-1, 6-2, 6-3 CONNECTED MATH SERIES: Looking for Pythagoras – Pgs. 19-21, 30-39, 50, 51 WORKBOOK: Measuring Up Pg. 81 Pearson's NJ ASK Math Pgs. 183, 191 SUPPLEMENTAL: Worksheets	

Assessments

Completing exercise questions (in class/at home)
 Exit Slips
 Quiz on Finding the Missing Sides of Triangles and Determining if Triangles are Right Triangles by using the Pythagorean Theorem
 Quiz on the Distance Formula
 Quiz on Pythagorean Theorem Applications
 Test on Pythagorean Theorem

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

History of Pythagoras and the Pythagorean Theorem

Technology Integration

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Geometer's Sketchpad

Time Frame	2 weeks
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Topic

Volume

Essential Questions

- Find the volume of the pyramid/cone given the length of its base and its slant height.
- What are the units for volume and why?
- Why must you find the area of a figures base and multiply that by its height in order to find its volume?
- For which shapes is π needed in order to find the volume?

Enduring Understandings

- Students will know that volume is the same as area but in three-dimensions instead of two dimensions. Knowing this, they will understand that in order to determine a shapes volume, they must multiply the area of the shapes' base by the height of the shape.
- Students will understand that π is used for calculations with any shape involving a circle.
- Students will know how to leave answers in terms of π to give the exact answer and will also know how to approximate the answer without using a calculator.
- Students will know when to use the Pythagorean Theorem for volume.

Alignment to NJSLs

8.G.7, 8.G.9

Key Concepts and Skills

Vocabulary: prism, pyramid, cylinder, cone, sphere, area, volume, surface area, slant height, height, face, edge, base, vertex, net, π

1. Determine the volume of cylinders and spheres.
2. Apply the Pythagorean Theorem to determine the volume of cones.

Learning Activities

Totally Tubular

TEXTBOOK: Holt MS Math Course 3: sections 6-6, 6-7, 6-10

WORKBOOK: Pearson's NJ ASK Math Pgs. 200-201

SUPPLEMENTAL: Worksheets

Assessments

Completing exercise questions (in class/at home)

Exit Slips

Quiz on Volume of Cones

Quiz on Volume of Cylinders and Spheres

Test on Volume

21st Century Skills

	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

Art
Science

Technology Integration

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge

[Illuminations.nctm.org](http://illuminations.nctm.org)

Time Frame | 6 weeks

Topic

Functions and Algebra

Essential Questions

- Which representation of a pattern more clearly shows whether or not the pattern is linear: a table of values or a graph of the pattern?
- Why can the "Vertical Line Test" be used to determine if a graph represents a function?
- Are all functions linear? Are all lines functions?
- Why is the slope always the coefficient of x in an equation?
- What does the slope tell you about the graph of an equation?
- What do you expect to see in this graph given its equation?
- What values are constant in a vertical line? In a horizontal line?
- What is the slope of a horizontal line? What does this tell you on a distance-time graph?
- On a speed-time graph?
- What information is needed to write an equation?

Enduring Understandings

- Students will model real-life data with equations and graphs and will be able to interpret what is shown.
- Students will compare graphs and analyze the corresponding tables to understand why the graphs are as they are.
- Students will be able to make predictions about graphs based on the equations/tables that correspond to them.

Alignment to NJSLs

8.F.1, 8.F.2, 8.F.3, 8.F.4, 8.F.5, 8.EE.5, 8.EE.6

Key Concepts and Skills

Vocabulary: ordered pair, coordinate plane, x-coordinate, y-coordinate, x-axis, y-axis, quadrant, scale, x-intercept, y-intercept, slope, domain, range, input, output, function, linear, expression, equation

1. Determine if relations are functions.
2. Understand the rules of functions.
3. Analyze the change in x-value and how it changes the y-value.
4. Compare functions in different ways
5. Describe functional relationships (linear vs. nonlinear –inverse)
6. Translate verbal expressions to create function equations.
7. Graph equations in two variables by making a table of values and plotting points.
8. Model linear functions.
9. Compare distance-time graphs to speed-time graphs.
10. Interpret unit rate as slope.
11. Understand slope-intercept form and its components.
12. Interpret $y = mx + b$ as a linear function.
13. Graph an equation using the slope and y-intercept.
14. Write an equation from the given graph using the slope and y-intercept.

Learning Activities

Popcorn Graphs

Slope Investigation with Graphing Calculators

TEXTBOOK: Holt MS Math Course 3: sections 11-1, 11-2, 11-3, 12-4, 12-5, 12-6

CONNECTED MATH SERIES: Thinking with Mathematical Models – Pgs. 48-54 (distance/time graphs); Pgs. 55-56 (graphing and equations); Assessment Pgs. 67-71 (linear vs. non-linear)

WORKBOOK: Measuring Up Pgs. 111, 113, 115, 117, 119, 120, 121

Pearson's NJ ASK Math Pgs. 11, 132, 133, 135, 144, 145, 148, 149, 152, 153, 155-157

SUPPLEMENTAL: Worksheets (including ECRs: Apple Picker, Kim & Cyndi's Tutoring Business, CDs & DVDs, Car Wash, Standard 3, Limousine Rental, Quarters, and Cosmetic Commission)

Assessments

Completing exercise questions (in class/at home)

Exit Slips

Quiz on Determining Functions

Quiz on Functions Rules

Quiz on Graphing Functions

Quiz on Linear Functions

Quiz on Slope-Intercept Form

Test on Functions

21st Century Skills

	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy		Media Literacy		

Interdisciplinary Connections

Science Business

Applications

Technology Integration

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Graphing Calculators

Time Frame	3 weeks
Topic	
Simplifying Expressions	
Essential Questions	
<ul style="list-style-type: none"> • What is the difference in the simplified answer of $x + x$ and $x \circ x$? • When and why is the distributive property used? • What happens when a number is multiplied by a power of ten? Divided by a power of ten? • Why in scientific notation does the decimal point move to the left if the exponent is negative and to the right if the exponent is positive? • When you multiply two numbers that are in scientific notation, why can you combine the exponents of the two base tens? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will understand how to combine like terms and use the distributive property using their knowledge of order of operations. • Students will understand that multiplying a variable by itself relates to multiplying a number by itself, which results in the variable being squared. • Students will be able to multiply or divide by powers of ten without using a calculator. • Students will be able to simplify operations with scientific notation without converting to standard form first. 	
Alignment to NJSLs	
8.EE.1, 8.EE.3, 8.EE.4	
Key Concepts and Skills	
<p><i>Vocabulary: expression, equation, variable, coefficient, like terms, distributive property, exponent, base, scientific notation, standard form</i></p> <ol style="list-style-type: none"> 1. Evaluate expressions given a value for the variable using order of operations. 2. Simplify expressions by combining like terms. 3. Simplify expressions by using the distributive property. 4. Understand and apply properties of integer exponents. 5. Estimate using a single digit times an integer power of 10. 6. Convert numbers from scientific notation into standard notation and vice versa. 7. Perform calculations using scientific notation. 	
Learning Activities	
CONNECTED MATH SERIES: Say it with Symbols – Investigation 2, Sections 3.1 and 3.2	
WORKBOOK: Measuring Up Pgs. 29, 93 Pearson’s NJ ASK Math Pgs. 19, 22, 33, 35, 38, 39	
SUPPLEMENTAL: Worksheets	
Assessments	
Completing exercise questions (in class/at home) Exit Slips Quiz on Simplifying and Evaluating Expressions	

Quiz on Exponents
 Quiz on Scientific Notation
 Test of Simplifying Expressions

21st Century Skills

	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

Science

Technology Integration

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Time Frame | 6 weeks

Topic

Solving Equations and Systems of Equations

Essential Questions

- What is the difference in the mathematical translation of the phrases “greater than” and “is greater than”?
- What does the solution represent for an equation and for a system of equations?
- How do you check a solution to an equation to make sure that it is correct?
- What is your ultimate goal when solving an equation?
- Can a system of equations have no solution? Infinite solutions? If so, how? If not, why?

Enduring Understandings

- Students will understand that when solving an equation, division is done in the last step in order to give the variable a coefficient of positive one.
- Students will understand that in order to clear fractions in an equation, the equation must be multiplied by the least common multiple of all fractions’ denominators.
- Students will understand that if variables cancel out when solving an equation and a false statement remains, then there is no solution. If a true statement remains, then there are infinite solutions.
- Students will know the mathematical symbols that are used to represent English words.
- Students will understand that if an ordered pair is a solution to an equation, then it must be on the graph of the equation.
- Students will understand that a solution to an equation (or system of equations) is the value of the variable that makes the equation (or both equations) true.
- Students will understand that equations and systems of equations can be used to model and interpret real world data.

Alignment to NJSLs

8.EE.7, 8.EE.8

Key Concepts and Skills

Vocabulary: expression, equation, variable, coefficient, solution, inverse, ordered pair, coordinate plane, x-coordinate, y-coordinate, x-axis, y-axis, quadrant, scale, x-intercept, y-intercept, slope

1. Distinguish the difference between an expression and an equation.
2. Solve 1-step, 2-step and multi-step equations by using inverse operations.
3. Solve equations with variables on both sides.
4. Solve equations with rational coefficients.
5. Translate verbal sentences into algebraic expressions/equations.
6. Determine if ordered pairs are solutions to equations or systems of equations.
7. Solve pairs of simultaneous linear equations using points of intersection.
8. Solve systems of two linear equations algebraically.
9. Solve real-world and mathematical problems leading to two linear equations in two variables.

Learning Activities

Solving Systems of Equations by Graphing Discovery

TEXTBOOK: Holt MS Math Course 3: Sections 1-1, 1-6, 2-4, 3-6, 10-1, 10-2, 10-3, 10-6

CONNECTED MATH SERIES: Say it with Symbols – Investigations 4.1-4.3

WORKBOOK: Measuring Up Pgs. 97, 99, 101

Pearson's NJ ASK Math Pgs. 128-129

SUPPLEMENTAL: Worksheets

Assessments

Completing exercise questions (in class/at home) Exit Slips

Quiz on Translating Verbal Sentences to Equations

Quiz on Solving Simple Equations

Quiz on Solving Multi-step Equations

Quiz on Solving Systems of Equations

Test on Solving Equations

21st Century Skills

	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills		Information Literacy		Media Literacy		

Interdisciplinary Connections

Business Applications

Technology Integration

8.1 Educational Technology- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Graphing Calculators

Time Frame	4 weeks
Topic	
Scatter Plots	
Essential Questions	
<ul style="list-style-type: none"> • What do you expect to see in the scatter plot based on the predicted correlation from the data? • Using the best-fit-line equation, find the x-value(s) for the given y-value and vice versa. • Is the y-intercept of the best-fit-line equation reasonable for the given situation? • Why do you think the data does/doesn't have a linear trend? 	
Enduring Understandings	

- Students will be able to create scatter plots both by hand and with technology.
- Students will model and analyze real world data with scatter plots and will use the scatter plots to make predictions about future data.
- Students will be able to determine if the scatter plots model linear data or other types of data.
- Students will be able to incorporate their knowledge of equations to better understand the meaning of the data displayed in scatter plots.

Alignment to NJSLs

8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4

Key Concepts and Skills

Vocabulary: ordered pair, coordinate plane, x-coordinate, y-coordinate, x-axis, y-axis, quadrant, scale, x-intercept, y-intercept, slope, linear, scatter plot, correlation, best-fit-line

1. Create and interpret scatter plots.
2. Make predictions of correlations based on the data topics.
3. Identify correlations of scatter plots.
4. Determine the best-fit line for the data.
5. Find the equation of the best-fit line.
6. Use the best-fit-line to predict values of data.
7. Solve problems in the context of bivariate measurement data interpreting the slope and intercept.
8. Use scatter plots to represent and interpret real data.

Learning Activities

TEXTBOOK: Holt MS Math Course 3: Sections 4-7

CONNECTED MATH SERIES: Thinking with Mathematical Models: Investigation 1 (Pgs. 15-25)

WORKBOOK: Measuring Up Pgs. 129, 135

SUPPLEMENTAL: Worksheets (including ECRs: Sleep Survey, Animal's Food Consumption and Weight, Population of Mercer County)

Assessments

Completing exercise questions (in class/at home)
Exit Slips
Quiz on Creating Scatter Plots and Identifying Correlations
Quiz on Best-Fit-Lines: Slope and Y-intercepts
Scatter Plot Project

21st Century Skills

Creativity	Critical Thinking	Communication	Collaboration
Life & Career Skills	Information Literacy	Media Literacy	

Interdisciplinary Connections

Using Scientific Data
Business Applications

Technology Integration

Graphing Calculators Microsoft Excel