



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2013

Subject Content: Mathematics Grade 8

Indicates the Curriculum Map

Weeks 1 – 3			Weeks 4 – 6		
Unit/Topic			Unit/Topic		
The Number System			Expressions and Equations (Exponents, Roots, and Scientific Notation)		
<p>In this section IDENTIFY Common Core Standards</p> <p align="center">CC.8.NS.1, CC.8.NS.2, CC.8.EE.2</p> <p><i>IDENTIFY GAPS for Math in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p align="center">CC.6.NS.2, CC.6.NS.3, CC.6.NS.4, CC.6.NS.5, CC.6.NS.6A, CC.6.NS.6B, CC.6.NS.7, CC.6.NS.7C, CC.6.NS.7D, CC.6.NS.8, CC.7.NS.2A, CC.7.EE.3</p>			<p>In this section IDENTIFY Common Core Standards</p> <p align="center">CC.8.EE.1, CC.8.EE.2, CC.8.EE.3, CC.8.EE.4</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p align="center">CC.6.EE.1, CC.6.EE.2B, CC.7.EE.1</p>		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Rational Numbers	Irrational Numbers	Compare/Order Estimate Expressions	Exponents	Roots (squared and cubed)	Scientific Notation

<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Show that the decimal expansion of rational numbers repeats eventually. 2. Convert a decimal expansion which repeats eventually into a rational number. 3. Show informally that every number has a decimal expansion. 4. Evaluate square roots of small perfect squares. 5. Evaluate cube roots of small perfect cubes. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Define irrational numbers 2. Approximate irrational numbers as rational numbers. 3. Approximately locate irrational numbers on a number line. 4. Estimate the value of expressions involving irrational numbers using rational approximations. (For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.) 5. Know that the square root of 2 is irrational. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Approximately locate irrational numbers on a number line. 2. Estimate the value of expressions involving irrational numbers using rational approximations. (For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.) 3. 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. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Explain the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. 2. $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. 3. Apply the properties of integer exponents to produce equivalent numerical expressions. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. 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. 2. Evaluate square roots of small perfect squares. 3. Evaluate cube roots of small perfect cubes. 4. Know that the square root of 2 is irrational. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Express numbers as a single digit times an integer power of 10. 2. Use scientific notation to estimate very large and/or very small quantities. 3. Compare quantities to express how much larger one is compared to the other. 4. Perform operations using numbers expressed in scientific notation 5. Use scientific notation to express very large and very small quantities. 6. Interpret scientific notation that has been generated by technology. 7. Choose appropriate units of measure when using scientific notation.

<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Rational • Finite (Terminating) Decimals • Repeating Decimals • Irrational • Infinite (Non-repeating) Decimals 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Real Number System • Natural Numbers • Whole Numbers • Integers 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Real Number System • Expression 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Base • Exponent • Standard form • Reciprocals • Exponential form 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Radical • Perfect cube • Cube root • Perfect square • Square root • Radicand 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Standard form • Scientific notation
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Venn Diagram to show the relationship between each number set • Students gallery walk the real number system, adding numbers to each set 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Use index cards, clothes line and clothes pin to approximate location on number line 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Flip boards for quick recall – problem solving speed challenge 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Whiteboards • Turnover cards 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Have students build perfect squares by coloring in graph paper to match • Have students build perfect cubes with blocks 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Turnover cards • Whiteboards • Memory/matching • Have students hold cards with each digit of a number and the decimal point. Have the student with the decimal physically move between scientific notation and standard notation
<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p>

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Common (PLC Team will design the comm assessments, i.e., grade level, and/or depts..)
<p>Discovery Probes End of Unit Exams</p> <p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Probes End of Unit Exams</p> <p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Probes End of Unit Exams</p> <p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Probes End of Unit Exams</p> <p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Probes End of Unit Exams</p> <p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Probes End of Unit Exams</p> <p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>

Weeks 7-9			Weeks 10-12		
Unit/Topic Expressions and Equations (Equations and Slope)			Unit/Topic Expressions and Equations (Proportional Reasoning)		
In this section IDENTIFY Common Core Standards CC.8.EE.7.A, CC.8.EE.7B, CC.8.EE.6, CC.8.EE.5 <i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i> CC.6.EE.5, CC.7.RP.2D			In this section IDENTIFY Common Core Standards CC.8.EE.5 <i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i> CC.6.RP.2, CC.6.RP.3, CC.6.RP.3A, CC.6.RP.3D, CC. 7 RP.1, CC.7.RP.2A, CC.7.RP.2B		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify Sub-Topics Linear Equations (one variable)	Identify Sub-Topics Use Linear Equations to Solve Problems	Identify Sub-Topics Slope and Y-intercepts	Identify Sub-Topics Proportional Relationships	Identify Sub-Topics Direct Proportions	Identify Sub-Topics Direct Proportions
I CAN STATEMENTS: 1. Give examples of linear equations in one variable with one solution and show that the given example equation has one solution by successively transforming the equation into an equivalent equation of the form $x = a$. 2. Give examples of linear equations in one variable with	I CAN STATEMENTS: 1. (Interpreting unit rate as the slope of the graph is included in 8.EE.) 2. Analyze patterns for points on a line through the origin. 3. Derive an equation of the form $y = mx$ for a line through the origin. 4. Analyze patterns for points on a line that do not pass through or include	I CAN STATEMENTS: 1. Find the slope of a line. 2. Determine the y-intercept of a line. 3. Derive an equation of the form $y=mx + b$ for a line intercepting the vertical axis at b (the y-intercept).	I CAN STATEMENTS: 1. Graph proportional relationships. 2. 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.)	I CAN STATEMENTS: 1. Interpret the unit rate of proportional relationships as the slope of the graph.	I CAN STATEMENTS: 1. Identify characteristics of similar triangles.

<p>infinitely many solutions and show that the given example has infinitely many solutions by successively transforming the equation into an equivalent equation of the form $a = a$.</p> <p>3. Give examples of linear equations in one variable with no solution and show that the given example has no solution by successively transforming the equation into an equivalent equation of the form $b = a$, where a and b are different numbers.</p> <p>4. Solve linear equations with rational number coefficients.</p> <p>5. Solve equations whose solutions require expanding expressions using the distributive property and/ or collecting like term</p>	<p>the origin.</p> <p>5. 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</p>				
<p>Critical Vocabulary</p> <ul style="list-style-type: none"> · Equation · Variable · Linear equation · Inverse operations · Isolate the variable <ul style="list-style-type: none"> • · Like terms 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> · Distributive property · One solution · No solution · Infinitely Many Solutions · Properties of Equality 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Slope • Y-Intercept • $Y = mx + b$ • Horizontal Change • Positive • Negative 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Ratios • Proportion • Proportional reasoning • Unit Rate 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Constant of Proportionality • Direct Proportion • Compare • Equivalent 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Compare • Similar • Solve

	· Translate				
Strategies/Activities · Algebra Balance · Algebra Tiles	Strategies/Activities · Put together an equation puzzle (cut apart the steps of an equation and have students put it back together)	Strategies/Activities · Investigate slope using ramps, cars, and meter sticks	Strategies/Activities *Use of sale papers to find if competing products are proportional. *Use of the cost of real items to find out how many more or less would cost.	Strategies/Activities *Graphing exercise using the actual mileage of cars from information found online.	Strategies/Activities *Drawing of function tables from information and then graphing them to look at possible proportions. Use everyday items like milk, pop, soup, or any item that can be compared by unit rate.
Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams	Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams	Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams	Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams	Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams	Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams
Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games

Weeks 13-15			Weeks 16-18		
Unit/Topic			Unit/Topic		
Expressions and Equations (Systems of Equations)			Functions		
In this section IDENTIFY Common Core Standards 8.EE.8A, 8.EE.8B, 8.EE.8 C <i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i>			In this section IDENTIFY Common Core Standards 8.F.1, 8.F.2, 8.F.3, 8.F.4, 8.F.5 <i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i>		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Pairs of Linear Equations	Solve Systems of Equations (graphing)	Solve Systems of Equations (algebraically) Use Systems of Equations to Solve Problems	Introduction to Functions Linear Functions	Use Functions to Solve Problems Use Graphs to Describe Relationships	Compare Relationships
I CAN STATEMENTS: <ol style="list-style-type: none"> Identify the solution(s) to a system of two linear equations in two variables as the point(s) of intersection of their graphs. Describe the point(s) of intersection between two lines as points that satisfy both equations simultaneously. 	I CAN STATEMENTS: <ol style="list-style-type: none"> Identify cases in which a system of two equations in two unknowns has no solution. Identify cases in which a system of two equations in two unknowns has an infinite number of solutions. Solve a system of two 	I CAN STATEMENTS: <ol style="list-style-type: none"> Solve systems of two linear equations in two unknowns. Define the term “system of equation” and “simultaneous linear equations”. Apply rules for solving systems of two equations in two unknowns to mathematical problems. Analyze real-world problems that lead 	I CAN STATEMENTS: <ol style="list-style-type: none"> Examine the correspondence or relationship between input and output values in a set of ordered pairs and identify functions as those for which each input has only one output. Recognize the graph of a function as a set of ordered pairs consisting of an 	I CAN STATEMENTS: <ol style="list-style-type: none"> Recognize that a linear function is graphed as a straight line. Recognize the equation $y=mx+b$ is the equation of a function whose graph is a straight line where m is the slope and b is the y-intercept. Provide examples of 	I CAN STATEMENTS: <ol style="list-style-type: none"> Construct a function to model a linear relationship between two quantities. Relate the rate of change and initial value to real world quantities in a linear function in terms of the situation modeled and in terms of its

<p>3. Define "inspection".</p>	<p>equations (linear) in two unknowns algebraically.</p> <p>4. Solve simple cases of systems of two linear equations in two variables by inspection.</p>	<p>to two linear equations in two variables by extracting needed information and translating words to symbols.</p>	<p>input value and the corresponding output value.</p> <p>3. Identify functions algebraically including slope and y intercept.</p> <p>4. Identify functions using graphs.</p> <p>5. Identify functions using tables.</p> <p>6. Identify functions using verbal descriptions.</p> <p>7. Compare and Contrast 2 functions with different representations.</p> <p>8. Draw conclusions based on different representations of functions.</p>	<p>nonlinear functions using multiple representations</p> <p>4. Compare the characteristics of linear and nonlinear functions using various representations</p> <p>5. Recognize that slope is determined by the constant rate of change.</p> <p>6. Recognize that the y-intercept is the initial value where $x=0$.</p> <p>7. Determine the rate of change from two (x,y) values, a verbal description, values in a table, or graph.</p> <p>8. Determine the initial value from two (x,y) values, a verbal description, values in a table, or graph.</p>	<p>graph or a table of values.</p> <p>3. Analyze a graph and describe the functional relationship between two quantities using the qualities of the graph.</p> <p>4. Sketch a graph given a verbal description of its qualitative features.</p> <p>5. Interpret the relationship between x and y values by analyzing a graph.</p>

<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Linear • Pair • Intersect • Graphs • Simultaneously • Inspection 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Systems • Unknown • Infinite • Inspection 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Translate • Symbol • System of Equation • Simultaneous linear equations 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Relation • Function • Ordered Pair • Mapping Diagram • Domain • Range 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Linear Function • Nonlinear Function • Dependant Variable • Independent Variable • Rate of Change 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Rate of Change • Function • Compare • Analyze
<p>Strategies/Activities</p> <p>*Note card step activity</p> <p>*Spaghetti noodle exercise with graphing</p> <p>http://education.ti.com/calculators/timathnspire/d/US/Activities/Detail?id=11994&sa=5022&t=1148</p>	<p>Strategies/Activities</p> <p>*Graph and Trade game</p> <p>*Poker activity using cards to find solutions/winning hands.</p> <p>*Hoop Shot (single or multi player game)</p> <p>http://www.math-play.com/System-of--Equations-Game.html</p>	<p>Strategies/Activities</p> <p>*Poker activity using cards to find solutions/winning hands.</p> <p>*Hoop Shot (single or multi player game)</p> <p>http://www.math-play.com/System-of--Equations-Game.html</p>	<p>Strategies/Activities</p> <p>*Index card matching game with domain and range-small group.</p> <p>*Recite domain and range song- whole group.</p> <p>*http://www.quia.com/hm/163119.html (domain and range hangman)</p> <p>independent/technology.</p>	<p>Strategies/Activities</p> <p>*Is my ruler straight game-small group.</p> <p>*Number Cube skills assessment game-small group.</p> <p>*http://coolmath.com/algebra/Algebra1/#Algebra1:_Functions_(games_with_different_types_of_functions)-independent.</p>	<p>Strategies/Activities</p> <p>*Exercise using the TI-73 to graph functions.</p> <p>*Interactive graph sketcher-independent</p> <p>http://www.shodor.org/interactivate/activities/GraphSketcher/</p> <p>*Segmentation game with graphing using colored pencils.- Small group analyzing graphed functions.</p>
<p>Balanced Assessment:</p> <p><u>Formative</u></p> <p>Bell ringers</p> <p>Flip Boards</p> <p>Exit Slips</p> <p>Homework</p> <p><u>Summative</u></p> <p>Quizzes</p> <p>Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes</p> <p>End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <p>Bell ringers</p> <p>Flip Boards</p> <p>Exit Slips</p> <p>Homework</p> <p><u>Summative</u></p> <p>Quizzes</p> <p>Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes</p> <p>End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <p>Bell ringers</p> <p>Flip Boards</p> <p>Exit Slips</p> <p>Homework</p> <p><u>Summative</u></p> <p>Quizzes</p> <p>Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes</p> <p>End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <p>Bell ringers</p> <p>Flip Boards</p> <p>Exit Slips</p> <p>Homework</p> <p><u>Summative</u></p> <p>Quizzes</p> <p>Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes</p> <p>End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <p>Bell ringers</p> <p>Flip Boards</p> <p>Exit Slips</p> <p>Homework</p> <p><u>Summative</u></p> <p>Quizzes</p> <p>Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes</p> <p>End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u></p> <p>Bell ringers</p> <p>Flip Boards</p> <p>Exit Slips</p> <p>Homework</p> <p><u>Summative</u></p> <p>Quizzes</p> <p>Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes</p> <p>End of Unit Exams</p>
<p>Resources Needed</p> <p>KhanAcademy.org</p> <p>Textbooks</p> <p>www.phschool.com</p> <p>www.coolmath.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org</p> <p>Textbooks</p> <p>www.phschool.com</p> <p>www.coolmath.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org</p> <p>Textbooks</p> <p>www.phschool.com</p> <p>www.coolmath.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org</p> <p>Textbooks</p> <p>www.phschool.com</p> <p>www.coolmath.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org</p> <p>Textbooks</p> <p>www.phschool.com</p> <p>www.coolmath.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org</p> <p>Textbooks</p> <p>www.phschool.com</p> <p>www.coolmath.com</p>

<p>Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>
--	--	--	--	--	--

Weeks 19-21			Weeks 22-24		
Unit/Topic Geometry (Congruence and Similarity including Transformations)			Unit/Topic Geometry (Line and Angle Relationships)		
<p>In this section IDENTIFY Common Core Standards</p> <p>8.G.1.A, 8.G.1.B, 8.G.1.C, 8.G.2, 8.G.3, 8.G.4, 8.G.5</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>CC.7.G.1</p>			<p>In this section IDENTIFY Common Core Standards</p> <p>8.G.5</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>		
CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics Congruence Transformations (reflection, translation, rotation)	Identify Sub-Topics Similarity Transformation (Dilation)	Identify Sub-Topics Similar Figures	Identify Sub-Topics Interior and Exterior Angles of a Triangle	Identify Sub-Topics Parallel Lines and Transversals	Identify Sub-Topics Parallel Lines and Transversals
I CAN STATEMENTS: <ol style="list-style-type: none"> Define & identify rotations, reflections, and translations. Identify corresponding sides & corresponding angles. Understand prime notation to describe an image after a translation, 	I CAN STATEMENTS: <ol style="list-style-type: none"> Use physical models, transparencies, or geometry software to verify the properties of rotations, reflections, and translations (ie. Lines are taken to lines and line segments to line segments of the same length, 	I CAN STATEMENTS: <ol style="list-style-type: none"> Define congruency. Identify symbols for congruency. Apply the concept of congruency to write congruent statements. Reason that a 2-D figure is congruent to another if the 	I CAN STATEMENTS: <ol style="list-style-type: none"> Define similar triangles Justify that the sum of interior angles equals 180. (For example, arrange three copies of the same triangle so 	I CAN STATEMENTS: <ol style="list-style-type: none"> Define and identify transversals Identify angles created when parallel line is cut by transversal (alternate interior, alternate exterior, corresponding, vertical, adjacent, etc.) 	I CAN STATEMENTS: <ol style="list-style-type: none"> Use Angle-Angle Criterion to prove similarity among triangles. (Give an argument in terms of transversals why this is so.)

<p>reflection, or rotation.</p> <ol style="list-style-type: none"> 4. Identify center of rotation. 5. Identify direction and degree of rotation. 6. Identify line of reflection. 	<p>angles are taken to angles of the same measure, & parallel lines are taken to parallel lines.)</p>	<p>second can be obtained by a sequence of rotations, reflections, translation.</p> <ol style="list-style-type: none"> 5. Describe the sequence of rotations, reflections, translations that exhibits the congruence between 2-D figures using words. 6. Define similar figures as corresponding angles are congruent and corresponding sides are proportional. 7. Recognize symbol for similar. 8. Apply the concept of similarity to write similarity statements. 	<p>that the three angles appear to form a line.)</p> <ol style="list-style-type: none"> 3. Justify that the exterior angle of a triangle is equal to the sum of the two remote interior angles. 		
---	---	---	--	--	--

<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Rotation • Reflection • Translation • Corresponding angles and sides • Line of reflection • Center of rotation 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Dilation • Reduction • Enlargement • Scale Factor 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Congruency • Similar • Proportional • Sequence 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Similar Triangles • Angle Measure • Straight Angle 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Parallel Lines • Transversal • Corresponding Angles • Alternate Interior Angles • Alternate Exterior Angle. 	<p>Critical Vocabulary</p> <ul style="list-style-type: none"> • Parallel Lines • Transversal • Corresponding Angles • Alternate Interior Angles • Alternate Exterior Angle.
<p>Floor tile exercise using the grids to do the transformations of objects that have been cut out of colored paper.</p>	<p>Strategies/Activities Technology activity: http://education.ti.com/calculators/downloads/US/Activities/Detail?id=4007</p>	<p>Strategies/Activities Bring and compare exercise. Everyone brings a triangle, square, or other object from home and compare them for similarity.</p>	<p>Strategies/Activities Floor tile exercise. Use yard sticks to set the different angles. Grid dry erase exercise with angles of different measures.</p>	<p>Strategies/Activities Floor tile and grid board exercises using rulers and dry erase markers to set the lines and angles. This can be done on grid paper as well as block walls using colored tape.</p>	<p>Strategies/Activities Floor tile and grid board exercises using rulers and dry erase markers to set the lines and angles. This can be done on grid paper as well as block walls using colored tape.</p>
<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams Discovery Probes End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Balanced Assessment:</p> <p><u>Formative</u> Bell ringers Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>
<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com</p>

www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games
---	---	---	---	---	---

Weeks 25-27			Weeks 28-30		
Unit/Topic			Unit/Topic		
Geometry (Pythagorean Theorem)			Geometry (Volume)		
In this section IDENTIFY Common Core Standards 8.G.6, 8.G.7, 8.G.8, 8.G.			In this section IDENTIFY Common Core Standards 8.G.9		
<i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i>			<i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i>		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Pythagorean Theorem	Distance Between Two Points	Apply the Pythagorean Theorem	Cylinders	Spheres	Cones

<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Define key vocabulary: square root, Pythagorean Theorem, right triangle, legs a & b, hypotenuse, sides, right angle, converse, base, height, proof. 2. Be able to identify the legs and hypotenuse of a right triangle. 3. Explain a proof of the Pythagorean Theorem. 4. Explain a proof of the converse of the Pythagorean Theorem. 5. Recall the Pythagorean theorem and its converse. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Determine how to create a right triangle from two points on a coordinate graph. 2. Use the Pythagorean Theorem to solve for the distance between the two points. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Solve basic mathematical Pythagorean theorem problems and its converse to find missing lengths of sides of triangles in two and three-dimensions. 2. Apply Pythagorean theorem in solving real-world problems dealing with two and three-dimensional shapes. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Identify and define vocabulary: cone, cylinder, sphere, radius, diameter, circumference, area, volume, pi, base, height. 2. Know formulas for volume of cones, cylinders, and spheres. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Compare the volume of cones, cylinders, and spheres. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Determine and apply appropriate volume formulas in order to solve mathematical and real-world problems for the given shape. 2. Given the volume of a cone, cylinder, or sphere, find the radii, height, or approximate for π.
<p>Critical Vocabulary Pythagorean Theorem Model Proof Converse</p>	<p>Critical Vocabulary Distance Absolute Value Distance Formula</p>	<p>Critical Vocabulary Pythagorean Theorem Distance Formula</p>	<p>Critical Vocabulary Cone Sphere Cylinder Radius Diameter Circumference Area Volume Pi Base</p>	<p>Critical Vocabulary Cone Sphere Cylinder Radius Diameter Circumference Area Volume Pi Base</p>	<p>Critical Vocabulary Cone Sphere Cylinder Radius Diameter Circumference Area Volume Pi Base</p>

<p>Strategies/Activities Using models to forms the square units on graph paper of each of the sides to prove the theorem. Explore the school looking for triangles using a ruler to actually measure the sides to verify the theorem is proved by using the formula.</p>	<p>Strategies/Activities Using a paper or dry erase grid, give the group a couple of points and then draw a right angle from the given points. From the drawings students could then apply the distance formula and then the Pythagorean Theorem by using the blocks as units of measurement to verify the proof of the theorem.</p>	<p>Strategies/Activities The application of the Pythagorean Theorem could be done around the school using the ramps in the building to apply the skills learned and with the blocks and other aspects of the physical makeup of the building to apply the skills.</p>	<p>Strategies/Activities Note card activity matching the formulas with the correct shape that can be used to find the volume for that figure.</p>	<p>Strategies/Activities Use of different cylinders like paper towel rolls and other cylinders with hemispheres to use as hands on examples to compare the volume of each of the figures using sand to show the volume and weight of each based on the number of ounces that each will hold with the objects being similar.</p>	<p>Strategies/Activities Using real and tangible examples of the shapes in question, use the facts about the shape to find the volume or specific characteristics about the figure. Have each of the student: bring in an example of their favorite, making sure each shape is used and let the students explain how they found the volume and the characteristics of their shape.</p>
<p>Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments</p>	<p>Balanced Assessment: <u>Formative</u> Bell ringers Flip Boards Exit Slips Homework <u>Summative</u> Quizzes Assessments</p>
<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..) Discovery Probes End of Unit Exams</p>
<p>Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651</p>	<p>Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651</p>	<p>Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651</p>	<p>Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651</p>	<p>Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651</p>	<p>Resources Needed KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651</p>

www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games	www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games
--	--	--	--	--	--

Weeks 31-33			Weeks 34-36		
Unit/Topic Statistics and Probability			Unit/Topic Testing Window and Review (Statistics and Probability Continued)		
<p>In this section IDENTIFY Common Core Standards</p> <p>8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>CC.6.SP.1, CC.6.SP.3, CC.7.SP.3, CC.7.SP.4</p>			<p>In this section IDENTIFY Common Core Standards</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics Scatter Plots Trend Lines	Identify Sub-Topics Interpret Linear Models	Identify Sub-Topics Patterns in Data	Identify Sub-Topics CATS REVIEW	Identify Sub-Topics CATS TESTING	Identify Sub-Topics CATS TESTING
I CAN STATEMENTS: 1. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear	I CAN STATEMENTS: 1. Know straight lines are used to model relationships between two quantitative variables. 2. Informally assess the	I CAN STATEMENTS: 1. Recognize patterns shown in comparison of two sets of data. 2. Know how to construct a two-way table.	I CAN STATEMENTS: 1. Show how much I remember	I CAN STATEMENTS: 1. Dominate Testing	I CAN STATEMENTS: 1. Dominate Testing

<p>association.</p> <ol style="list-style-type: none"> 2. Construct scatter plots for bivariate measurement data. 3. Interpret scatter plots for bivariate (two different variables such as distance and time) measurement data to investigate patterns of association between two quantities. 	<p>model fit by judging the closeness of the data points to the line.</p> <ol style="list-style-type: none"> 3. Fit a straight line within the plotted data. 4. Find the slope and intercept of a linear equation. 5. Interpret the meaning of the slope and intercept of a linear equation in terms of the situation. (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.) 6. Solve problems using the equation of a linear model. 	<ol style="list-style-type: none"> 3. Interpret the data in the two-way table to recognize patterns. (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 there evidence that those who have a curfew also tend to have chores?) 4. Use relative frequencies of the data to describe relationships (positive, negative, or no correlation) 			
--	--	---	--	--	--

Critical Vocabulary Scatter Plot Positive Association Negative Association No Association Nonlinear Association Linear Association Clustering Bivariate Measurement Data Patterns Trend Line Line of Best Fit	Critical Vocabulary Relationship Quantitative Variables Slope Intercept Linear Equation	Critical Vocabulary Pattern Comparison Interpret Data	Critical Vocabulary •	Critical Vocabulary •	Critical Vocabulary •
Strategies/Activities Use a basic table and record the arm span and height of some of the students to use as information that can be used to graph and determine the level of association based on the trend lines. This type of exercise can be used with any form of data like gas prices and year to determine the level of association.	Strategies/Activities Hopping activity can be used to gather some information that can be used by the students to make inferences on similarities and difference of linear equations. Each child should hop 10 times measuring their distance and recording it in a chart. Once the 10 recordings are done then graph them and compare to each other.	Strategies/Activities Use data from the students to be used as examples and have them record the information on post it notes and then have them placed on a centralized grid in a focal part of the room. Once everyone is done then the tables and conversions from the information can be computed and comparisons made from the information.	Strategies/Activities Concepts from the different areas should be reviewed with the emphasis placed on those you feel they need the most review in and need some extra attention in completing mastery of the concept.	Strategies/Activities	Strategies/Activities
Balanced Assessment: Formative Bell ringers	Balanced Assessment: Formative Bell ringers	Balanced Assessment: Formative Bell ringers	Balanced Assessment: Formative Bell ringers	Balanced Assessment: Formative Bell ringers	Balanced Assessment: Formative Bell ringers

<p>Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>	<p>Flip Boards Exit Slips Homework</p> <p><u>Summative</u> Quizzes Assessments</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p> <p>Discovery Probes End of Unit Exams</p>
<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>	<p>Resources Needed</p> <p>KhanAcademy.org Textbooks www.phschool.com www.coolmath.com Discovery Education Quia/quiz/303651 www.thatquiz.org/ Buckle Down Crosswalk Coach Study Island Games</p>