

## Grade 8

**As PA transitions to the PA Core Standards, the focus of Grade 8 instruction needs to shift:**

<b>Less emphasis on:</b>	<b>More emphasis on:</b>
	<p><b><u>Standards for Mathematical Practice</u></b></p> <ul style="list-style-type: none"> <li>• Describe mathematical “habits of mind”</li> <li>• Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement</li> <li>• Connect with content standards in each grade</li> </ul>
<p><b><u>Numbers &amp; Operations</u></b></p> <ul style="list-style-type: none"> <li>• Modeling and comparing rational numbers</li> <li>• Using ratio and proportion</li> <li>• Applying GCF and LCM</li> <li>• Operations with rational numbers</li> <li>• Evaluating numerical expressions</li> </ul>	<p><b><u>Numbers &amp; Operations</u></b></p> <ul style="list-style-type: none"> <li>• Working with radicals and integer exponents</li> <li>• Operations with and using numbers in scientific notation</li> <li>• Using rational numbers to approximate irrational numbers</li> </ul>
<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Performing conversions within the metric and customary system</li> </ul>	<p><b><u>Measurement</u></b></p>
<p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Finding area, surface area and volume</li> </ul>	<p><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Understanding congruence and similarity using rotations, reflections and translations</li> <li>• Using informal arguments to establish facts about angles</li> </ul>

The purpose of this document is to provide a summary of changes in emphasis as Pennsylvania transitions from the PA Academic Standards to the PA Core Standards. This is not intended to be a curriculum guide or is it inclusive of all grade levels standards - only to identify shifts in emphasis of instruction.

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<p><b><u>Algebraic Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Finding missing elements in patterns</li> <li>• Using the concept of equality to demonstrate an understanding of the inverse properties of numbers &amp; the properties of equality</li> </ul>	<p><b><u>Algebraic Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Defining, evaluating and comparing functions</li> <li>• Using &amp; solving linear equations with rational coefficients</li> <li>• Constructing function models (function notation is not required)</li> <li>• Comparing two functions represented in different ways</li> <li>• Interpreting rate as slope</li> <li>• Using equations of linear models to solve problems</li> <li>• Analyzing and solving systems of linear equations</li> </ul>
<p><b><u>Data Analysis &amp; Probability</u></b></p> <ul style="list-style-type: none"> <li>• Using sampling techniques to gather data</li> <li>• Comparing data sets graphically and numerically</li> <li>• Stem-and-leaf &amp; box-and-whisker plots</li> <li>• Effects of extreme values</li> <li>• Finding probability, combinations and permutations</li> <li>• Finding missing elements in patterns</li> </ul>	<p><b><u>Data Analysis &amp; Probability</u></b></p> <ul style="list-style-type: none"> <li>• Construct and interpret scatter plots for bivariate data</li> <li>• Informally fit a line to data that has a linear association</li> <li>• Displaying frequencies and relative frequencies in a two way table and understanding patterns of association</li> <li>• Analyzing and solving systems of linear equations</li> </ul>

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