



Math Teachers Press, Inc.

4850 Park Glen Road, Minneapolis, MN 55416
 phone (800) 852-2435 fax (952) 546-7502

NEW YORK STATE LEARNING STANDARD FOR MATHEMATICS CORRELATED TO MOVING WITH MATH® MIDDLE/HIGH (MH) GRADE 8

		MH1 <i>Number Sense, Reasoning, & Data</i> Student Book Skill Builders (SB)	MH2 <i>Fractions & Decimals</i> Student Book Skill Builders (SB)	MH3 <i>Percent & Probability</i> Student Book Skill Builders (SB)	MH4 <i>Geometry & Measurement</i> Student Book Skill Builders (SB)	MH5 <i>Algebra</i> Student Book Skill Builders (SB)
	PROBLEM SOLVING					
	Students will build new mathematical knowledge through problem solving.					
8 .PS.1	Use a variety of strategies to understand new mathematical content and to develop more efficient methods	18, 54				19
8.PS.2	Construct appropriate extensions to problem situations					
8.PS.3	Understand and demonstrate how written symbols represent mathematical ideas	14, 17, 18 SB: 59-3	2, 3		2, 3	

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	Students will solve problems that arise in mathematics and in other contexts.					
8.PS.4	Observe patterns and formulate generalizations	13, 31-34 SB: 42-2, 42-4	64 SB: 42-1	69 SB: 42-1	SB: 42-1	60 SB: 42-1
8.PS.5	Make conjectures from generalizations	13	46			
8.PS.6	Represent problem situations verbally, numerically, algebraically, and graphically	17, 18, 31, 32, 48, 49, 61, 62, 70 SB: 43-13, 59-3	2, 32 SB: 17-3			32-35, 43, 46, 47, 53-57, 61-64, 68 SB: 50-1, 50-5, 50-6
	Students will apply and adapt a variety of appropriate strategies to solve problems					
8.PS.7	Understand that there is no one right way to solve mathematical problems but that different methods have advantages and disadvantages	45, 51, 53, 54	77	33		
8.PS.8	Understand how to break a complex problem into simpler parts or use a similar problem type to solve a problem	34, 45, 50, 51, 53, 54		44 SB: 43-1, 43-2		

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8.PS.9	Work backwards from a solution	52				
8.PS.10	Use proportionality to model problems		37, 38 SB: 46-2	24-27, 49 SB: 26-2, 46-1	27-32 SB: 46-1 to 46-3, 53-2	SB: 46-1
8.PS.11	Work in collaboration with others to solve problems					
	Students will monitor and reflect on the process of mathematical problem solving.					
8.PS.12	Interpret solutions within the given constraints of a problem	62	35	31-34 SB: 44-2, 44-3		
8.PS.13	Set expectations and limits for possible solutions	37, 38, 43, 47, 48, 54	22, 23, 34, 36			
8.PS.14	Determine information required to solve the problem	41	SB: 43-2			
8.PS.15	Choose methods for obtaining required information	41				
8.PS.16	Justify solution methods through logical argument	50, 51	33			

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8.PS.17	Evaluate the efficiency of different representations of a problem	54 SB: 43-11	76			
	REASONING AND PROOF Students will recognize reasoning and proof as fundamental aspects of mathematics.					
8.RP.1	Recognize that mathematical ideas can be supported by a variety of strategies	54 SB: 43-11				
	Students will make and investigate mathematical conjectures.					
8.RP.2	Use mathematical strategies to reach a conclusion	54 SB: 43-11				
8.RP.3	Evaluate conjectures by distinguishing relevant from irrelevant information to reach a conclusion or make appropriate estimates	41	SB: 43-2			
	Students will develop and evaluate mathematical arguments and proofs.					

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8.RP.4	Provide supportive arguments for conjectures					
8.RP.5	Develop, verify, and explain an argument, using appropriate mathematical ideas and language	19, 32, 48	46			
	Students will select and use various types of reasoning and methods of proof.					
8.RP.6	Support an argument by using a systematic approach to test more than one case					
8.RP.7	Devise ways to verify results or use counterexamples to refute incorrect statements					
8.RP.8	Apply inductive reasoning in making and supporting mathematical conjectures	31-33 SB: 42-2, 42-4				
	COMMUNICATION					

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	Students will organize and consolidate their mathematical thinking through communication.				
8.CM.1	Provide a correct, complete, coherent, and clear rationale for the process used in problem solving	38, 46, 47			
8.CM.2	Provide an organized argument which explains rationale for strategy selection	54			
8.CM.3	Organize and accurately label work	49			
	Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.				

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8.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models and symbols in written and verbal form	2, 3, 46, 60, 73	69, 70, 75 SB: 66-1		
8.CM.5	Answer clarifying questions from others	28, 32, 39, 48			
	Students will analyze and evaluate the mathematical thinking and strategies of others.				
8.CM.6	Analyze mathematical solutions shared by others	38, 41, 46, 49			
8.CM.7	Compare strategies used and solutions found by others in relation to their own work	45, 48, 50-54 SB: 43-8, 43-11			
8.CM.8	Formulate mathematical questions that elicit, extend, or challenge strategies, solutions, and/or conjectures of others	38, 41, 46, 49 SB: 43-13			

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	Students will use the language of mathematics to express mathematical ideas precisely.				
8.CM.9	Increase their use of mathematical vocabulary and language when communicating with others	Glossary and vocabulary words emphasized in each book.	Glossary and vocabulary words emphasized in each book.	Glossary and vocabulary words emphasized in each book.	Glossary and vocabulary words emphasized in each book.
8.CM.10	Use appropriate language, representations, and terminology when describing objects, relationships, mathematical solutions, and rationale	9, 10, 19, 28, 32 6, 9, 12, 14, 29	2-4, 6-10 SB: 29-1, 29-2, 30-1, 30-2, 31-1 to 31-3		41
8.CM.11	Draw conclusions about mathematical ideas through decoding, comprehension, and interpretation of mathematical visuals, symbols, and technical writing		69, 73, 75 SB: 66-1		14, 16, 18, 24
	CONNECTIONS				
	Students will recognize and use connections among mathematical ideas.				

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8.CN.1	Understand and make connections among multiple representations of the same mathematical idea	11, 12, 20, 21, 27, 70 SB: 2-1, 2-2	3, 4, 9, 41, 45, 46, 50-54 SB: 18-3, 20-1 to 20-3	4, 6-14, 19, 20, 58 SB: 25-1 to 25-4	SB: 11-1, 20-1, 20-2, 25-1, 25-2	61, 62, 64, 68, 69 SB: 60-1, 60-6
8.CN.2	Recognize connections between subsets of mathematical ideas	6-10 SB: 1-3	55	14, 73 SB: 47-3		
8.CN.3	Connect and apply a variety of strategies to solve problems	50-54 SB: 43-9 to 43-11				
	Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.					
8.CN.4	Model situations mathematically, using representations to draw conclusions and formulate new situations	Manipulatives and drawing pictures are used throughout all books.	Manipulatives and drawing pictures are used throughout all books.	Manipulatives and drawing pictures are used throughout all books.	Manipulatives and drawing pictures are used throughout all books.	Manipulatives and drawing pictures are used throughout all books.
8.CN.5	Understand how concepts, procedures, and mathematical results in one area of mathematics can be used to solve problems in other areas of mathematics	77				

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	Students will recognize and apply mathematics in contexts outside of mathematics.					
8.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives	31, 46, 49, 53 SB: 43-13				
8.CN.7	Apply mathematical ideas to problem situations that develop outside of mathematics	32, 51, 53 SB: 43-10				
8.CN.8	Investigate the presence of mathematics in careers and areas of interest	29 SB: 57-1				
8.CN.9	Recognize and apply mathematics to other disciplines, areas of interest, and societal issues	38				
	REPRESENTATION					
	Students will create and use representations to organize, record, and communicate mathematical ideas.					

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8.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations	18, 24 SB: 59-3, 59-4	2-4, 9, 41, 46,60 SB: 11-4	4, 7, 8, 13, 19, 58 SB: 25-1, 25-4		8, 13-15, 17-21, 36, 39, 43, 44, 49, 61, 62, 64, 68, 69, 75, 76 SB: 60-1, 60-6
8.R.2	Explain, describe, and defend mathematical ideas using representations	61	3, 9	69 SB: 66-1		15-21
8.R.3	Recognize, compare, and use an array of representational forms	SB: 4-3, 59-3, 59-4	2, 3	4		8, 13-15, 17-21, 36, 39, 43, 44, 49, 61, 62, 64, 68, 69, 75, 76 SB: 60-1, 60-6
8.R.4	Explain how different representations express the same relationship	11, 12 SB: 2-1, 2-2	3	4, 6-14, 19, 20, 58	SB: 25-1	61, 62, 64, 68, 69 SB: 60-1,60-6
8.R.5	Use standard and non-standard representations with accuracy and detail					8, 13-15, 17-21, 36, 39, 43, 44, 49, 75, 76
	Students will select, apply, and translate among mathematical representations to solve problems.					

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8.R.6	Use representations to explore problem situations				8, 13-15, 17-21, 36, 39, 75, 76
8.R.7	Investigate relationships between different representations and their impact on a given problem	77			
8.R.8	Use representation as a tool for exploring and understanding mathematical ideas		69, 70, 72, 73 SB: 47-3, 66-1		13-15, 17, 32-50 SB: 50-1, 50-2, 58-1, 59-3
	Students will use representations to model and interpret physical, social, and mathematical phenomena.				
8.R.9	Use mathematics to show and understand physical phenomena (e.g., make and interpret scale drawings of figures or scale models of objects)			31, 32 SB: 46-3	
8.R.10	Use mathematics to show and understand social phenomena (e.g, determine profit from sale of yearbooks)		35-43 SB: 27-1, 28-1 to 28-7		

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8.R.11	Use mathematics to show and understand mathematical phenomena (e.g., use tables, graphs, and equations to show a pattern underlying a function)	70				61-64, 68 SB: 60-1, 60-4 to 60-6
	NUMBER SENSE AND OPERATIONS					
	Students will understand meanings of operations and procedures, and how they relate to one another.					
8.N.1	Develop and apply the laws of exponents for multiplication and division	25-27 SB: 69-1				70-73 SB: 61-1, 61-2
8.N.2	Evaluate expressions with integral exponents	22, 23	SB: 6-1		SB: 6-1	59 SB: 6-1
8.N.3	Read, write, and identify percents less than 1% and greater than 100%			17, 18		
8.N.4	Apply percents to:					
	• Tax			38, 39 SB: 28-2		
	• Percent increase/decrease			50, 51 SB: 28-5		
	• Simple interest			SB: 28-3, 28-6		

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	<ul style="list-style-type: none"> • Sale price 		35-37 SB: 28-1	SB: 28-1	SB: 28-1
	<ul style="list-style-type: none"> • Commission 		42, 43 SB: 28-4		
	<ul style="list-style-type: none"> • Interest rates 		40		
	<ul style="list-style-type: none"> • Gratuities 		SB: 27-1, 28-1 SB: 28-8		
	Students will compute accurately and make reasonable estimates.				
8.N.5	Estimate a percent of quantity, given an application		31-34 SB: 44-2, 44-3		
8.N.6	Justify the reasonableness of answers using estimation	22, 35, 58, 71, 74	31, 32 SB: 44-2, 44-3		
	ALGEBRA				
	Students will represent and analyze algebraically a wide variety of problem solving situations.				
8.A.1	Translate verbal sentences into algebraic inequalities				54, 55 SB: 50-5

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8.A.2	Write verbal expressions that match given mathematical expressions					68
8.A.3	Describe a situation involving relationships that matches a given graph	62 SB: 68-1				
8.A.4	Create a graph given a description or an expression for a situation involving a linear or nonlinear relationship	SB: 68-1				62, 64 SB: 60-1
8.A.5	Use physical models to perform operations with polynomials					36-38, 75, 76
	Students will perform algebraic procedures accurately.					
8.A.6	Multiply and divide monomials					70, 71, 73 SB: 61-1, 61-2
8.A.7	Add and subtract polynomials (integer coefficients)					36-38 SB: 59-3, 59-4
8.A.8	Multiply a binomial by a monomial or a binomial (integer coefficients)					75, 76 SB: 59-5, 59-6, 61-3

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8.A.9	Divide a polynomial by a monomial (integer coefficients) <i>Note: The degree of the denominator is less than or equal to the degree of the numerator for all variables.</i>				
8.A.10	Factor algebraic expressions using the GCF				
8.A.11	Factor a trinomial in the form $ax^2 + bx + c$; $a = 1$ and c having no more than three sets of factors				
8.A.12	Apply algebra to determine the measure of angles formed by or contained in parallel lines cut by a transversal and by intersecting lines				
8.A.13	Solve multi-step inequalities and graph the solution set on a number line				SB: 50-5

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8.A.14	Solve linear inequalities by combining like terms, using the distributive property, or moving variables to one side of the inequality (include multiplication or division of inequalities by a negative number)					53-55 SB: 50-5
	Students will recognize, use, and represent algebraically patterns, relations, and functions.					
8.A.15	Understand that numerical information can be represented in multiple ways: arithmetically, algebraically, and graphically	31-34 SB: 42-2, 42-4, 60-1				48, 53-57, 61, 62, 64, 68, 69 SB: 50-5, 50-6, 60-1, 60-4 to 60-6
8.A.16	Find a set of ordered pairs to satisfy a given linear numerical pattern (expressed algebraically); then plot the ordered pairs and draw the line	69 (T.G.)				67 SB: 60-3
8.A.17	Define and use correct terminology when referring to function (domain and range)	70				

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8.A.18	Determine if a relation is a function	70				SB: 60-5
8.A.19	Interpret multiple representations using equation, tables of values, and graph	70 SB: 42-3, 60-1				62, 64, 68
	GEOMETRY					
	Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.					
8.G.0	Construct the following, using a straight edge and compass:					
	• Segment congruent to a segment				13 SB: 32-3	
	• Angle congruent to an angle				13 SB: 32-3	
	• Perpendicular bisector				SB: 32-5	
	• Angle bisector				SB: 32-5	
	Students will identify and justify geometric relationships, formally and informally.					

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8.G.1	Identify pairs of vertical angles as congruent			18 SB: 33-1	SB: 33-1
8.G.2	Identify pairs of supplementary and complementary angles			17	SB: 33-1
8.G.3	Calculate the missing angle in a supplementary or complementary pair			17	SB: 33-1
8.G.4	Determine angle pair relationships when given two parallel lines cut by a transversal			19 SB: 33-2	
8.G.5	Calculate the missing angle measurements when given two parallel lines cut by a transversal			19 SB: 33-2	
8.G.6	Calculate the missing angle measurements when given two intersecting lines and an angle			18 SB: 33-1	
	Students will apply transformations and symmetry to analyze problem solving situations.				

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8.G.7	Describe and identify transformations in the plane, using proper function notation (rotations, reflections, translations, and dilations)			14, 16 SB: 32-4, 49-1, 53-3	
8.G.8	Draw the image of a figure under rotations of 90 and 180 degrees			SB: 32-4	
8.G.9	Draw the image of a figure under a reflection over a given line			14, 16 SB: 32-4	
8.G.10	Draw the image of a figure under a translation			14 SB: 32-4, 49-1	
8.G.11	Draw the image of a figure under a dilation			SB: 53-3	
8.G.12	Identify the properties preserved and not preserved under a reflection, rotation, translation, and dilation			14 (T.G.)	
	Students will apply coordinate geometry to analyze problem solving situations.				

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8.G.13	Determine the slope of a line from a graph and explain the meaning of slope as a constant rate of change					77
8.G.14	Determine the y-intercept of a line from a graph and be able to explain the y-intercept					
8.G.15	Graph a line using a table of values					61-64, 68 SB: 60-1
8.G.16	Determine the equation of a line given the slope and the y-intercept					
8.G.17	Graph a line from an equation in slope-intercept form ($y = mx + b$)					61
8.G.18	Solve systems of equations graphically (only linear, integral solutions, $y = mx + b$ format, no vertical/horizontal lines)					
8.G.19	Graph the solution set of an inequality on a number line					53-55 SB: 50-5

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8.G.20	Distinguish between linear and nonlinear equations $ax^2 + bx + c$; $a = 1$ (only graphically)					69 SB: 60-4, 60-5
8.G.21	Recognize the characteristics of quadratics in tables, graphs, equations, and situations					69 SB: 60-4, 60-5
	MEASUREMENT					
	Students will determine what can be measured and how, using appropriate methods and formulas.					
8.M.1	Solve equations/proportions to convert to equivalent measurements within metric and customary measurement systems <i>Note: Also allow Fahrenheit to Celsius and vice versa.</i>				41, 47-57 SB: 34-1, 34-3, 35-1, 36-3, 37-1, 37-2	SB: 35-1, 37-1, 59-2