**FIRST QUARTER**

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| **Extended**  **Standards** | **Content Statement** | **Assessment**  **Formative Summative** | |
| G.68.1a | Demonstrate that the area of a right triangle is ½ x length x height (e.g., two same right triangles combined make a rectangle and the area of a triangle is half the area of the rectangle it can be composed into). |  |  |
| G.68.2a | Find the area of triangles, quadrilaterals and polygons by decomposing into triangles and rectangles (e.g., the area of a trapezoid can be found by decomposing into a rectangle and triangles). |  |  |
| G.68.3a | Identify the side length(s) of a polygon drawn on a coordinate plane. |  |  |
| G.68.4a | Find the surface area of prisms and cubes by using the nets of these three-dimensional figures. |  |  |
| G.68.5a | Recognize that the volume of a right rectangular prism can be found by multiplying the height by the area of the base (e.g., show that volume = length x width x height or base x height). |  |  |
| G.68.6a | Solve problems involving scaled drawings of figures (e.g., if a triangle is drawn on a coordinate plane, what will be the length of one of the sides if the triangle is increased by a factor of 2?). |  |  |
| G.68.7a | Solve real-world problems involving the area of two-dimensional figures (rectangles, right triangles, trapezoids, parallelograms, rectilinear shapes). |  |  |
| G.68.9a | Identify the attributes of a circle (radius, diameter, circumference, chord, and center). |  |  |
| G.68.12a | Identify congruent (same shape and size) shapes. |  |  |
| G.68.13a | Use visual models to demonstrate the relationship of the three side lengths of any right triangle. |  |  |
| G.68.14a | Determine whether the points create a right triangle, given three points on a coordinate plane. |  |  |
| G.68.15a | Label the parts of cones, cylinders and spheres. |  |  |
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**SECOND QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| G.68.8a | Identify unknown angles and solve problems using facts about supplementary, complementary and adjacent angles and parallel and perpendicular lines. |  |  |
| G.68.10a | Determine the sequence of transformations (rotation, reflection, translation) that will make a figure congruent to another. |  |  |
| G. 68.11a | Demonstrate the effects of dilations, translations, rotations, and reflections. |  |  |
| NS.68.2a | Fluently divide multi-digit whole numbers. |  |  |
| NS.68.3a | Fluently add, subtract, multiply, and divide multi-digit decimals. |  |  |
| NS.68.10a | Estimate which point on a number line a decimal (up to hundredths) is closet to (e.g., given a number line running from 3 to 5 in increments of 1/10, identify at which point the decimal 4.13 would be). |  |  |
| NS.68.4a | Solve real-world problems involving positive and negative numbers (e.g., temperatures, elevations, distance from a fixed point (map reading). |  |  |
| NS.68.5a | Recognize the effects of multiplying and dividing with negative numbers (e.g., -2 x -4=8) |  |  |
| NS. 68.6a | Add and subtract fractions without models, excluding mixed fractions. |  |  |
| NS.68.7a | Solve addition and subtraction fraction word problems without models, excluding mixed fractions. |  |  |
| NS.68.8a | Solve problems involving the multiplication of a fraction by a whole number. |  |  |
| NS.68.9a | Recognize that multiplying a fraction by a fraction is simply multiplying the numerator by the numerator and the denominator by the denominator to create a new fraction (e.g., ¼ x 1/3= (1x1)/(4x3)=1/12). |  |  |
| NS.68.1a | Recognize that dividing a whole number by a fraction is to invert the fraction and then multiply (e.g., 2 divided by 1/3= 2 x 3/1=6). |  |  |
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**THIRD QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| RP.68.3a | Write a percent as a rate per one-hundred (e.g., 30 out of 100 is 30% is 30/100). |  |  |
| RP.68.4a | Use proportional reasoning to find the whole when given both the part and the percent. (50%=20 out of x). |  |  |
| RP.68.5a | Given a visual model, identify ratios involving fractions. |  |  |
| RP.68.1a | Identify unit rate and solve problems that describe a relationship between quantities (e.g., for every vote candidate A received, candidate C received nearly three votes.). |  |  |
| RP.68.2a | Solve problems involving unit rates (e.g., if it took 2 hours to mow 6 lawns, then at that rate, how many lawns could be mowed in 8 hours? At what rate were lawns being mowed?) |  |  |
| RP.68.7a | Given a ratio table involving whole numbers, identify the rule and fill in a missing value. |  |  |
| RP.68.6a | Identify if a graph represents a proportional relationship. |  |  |
| EE.68.2a | Represent a real-world situation using an algebraic expression or inequality involving a variable (e.g., 45-a=35 models; I start with 45 apples and now have 35.) |  |  |
| EE.68.3a | Solve an algebraic expression or inequality involving variables. |  |  |
| EE.68.6a | Solve a 1-step linear equation (e.g., y+3=5). |  |  |
| EE.68.5a | Identify the slope of a line. |  |  |
| EE.68.7a | Locate the coordinate at which two lines intersect. |  |  |

**FOURTH QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| F.68.1a | Determine whether an ordered pair is a viable solution to a given linear function. |  |  |
| F.68.2a | Determine whether a function is linear or non-linear given the equation. |  |  |
| F.68.3a | Graph a linear function. |  |  |
| SP.68.2a | Construct and interpret a histogram from a given or collect data set. |  |  |
| SP.68.1a | Compute the mean, the median, and the mode of a data set involving numbers less than 50 (e.g., number of rainy days in a month). |  |  |
| SP.68.3a | Understand a probability of 0 as impossible, 1 as certain, near 0 as unlikely, near 1 as likely and near ½ as equally likely. |  |  |
| SP.68.4a | Determine which line most closely represents the line of best fit for a given scatterplot. |  |  |
| EE.68.1a | Write and evaluate numerical expression involving whole-number exponents (e.g., 32=3x3; 23=2x2x2). |  |  |
| EE.68.4a | Recognize perfect squares up to 25 (e.g., 5 squared is 25). |  |  |
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