Unit 8A Summary – Transformations, Congruence, & Similarity

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish some 8th grade by May

c. Accelerated to finish all of 8th grade by May

Unit Test taken on \_\_\_\_\_\_\_\_\_\_

G.1 – Verify experimentally the properties of rotations, reflections, and translations

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: P2

G.2 – Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations

G.4 – Understand that a two-dimensional figure is similar to another is the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: P9, P10, Q5

G.3 – Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: P4, P6, P8, Q3, Q4

G.5 – Use informal arguments to establish facts about the angle sum and exterior angles of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: O6, O8, O10, O11, O12

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 8B Summary - Exponents

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on \_\_\_\_\_\_\_\_\_\_

EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions

Test Questions:

Score: \_\_\_\_\_

IXL practice: F1, F6, F8, F9, F11

EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other

Test Questions:

Score: \_\_\_\_\_

IXL practice: G1

EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities

Test Questions:

Score: \_\_\_\_\_

IXL practice: G3, G4

EE.7 Solve linear equations in one variable

Test Questions:  
 Score: \_\_\_\_\_

IXL practice: W8, W10, W11

NS.1 Know that numbers that are not rational are called irrational

Test Questions:

Score: \_\_\_\_\_

IXL practice: D5

NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions

Test Questions:

Score: \_\_\_\_\_

IXL practice: D7, F16

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 8C Summary – Geometric Applications of Exponents

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on \_\_\_\_\_\_\_\_\_\_

G.6 Explain a proof of the Pythagorean Theorem and its converse

Test Questions:  
 Score: \_\_\_\_\_

IXL practice: R5

G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

Test Questions:

Score: \_\_\_\_\_

IXL practice: R1, R2, R4

G.8 Apply the Pythagorean Theorem to find the distance between two points in a

coordinate system.

Test Questions:  
 Score: \_\_\_\_\_

IXL practice: N4

G.9 Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Test Questions:

Score: \_\_\_\_\_

IXL practice: T9, T10, T13

EE.2 Use square root and cube root symbols to represent solutions to equations of the form x2 = p and x3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes.

Test Questions:

Score: \_\_\_\_\_

IXL practice: F14, F15, F18, F19, F20

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 8D Summary – Functions

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on \_\_\_\_\_\_\_\_\_\_

MCC8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Test Questions:

Score: \_\_\_\_\_

IXL practice: Z1, Z2

MCC8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Test Questions:

Score: \_\_\_\_\_

IXL practice: Z11

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 8E Summary – Linear Functions

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on \_\_\_\_\_\_\_\_\_\_

MCC8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph.

Test Questions:

Score: \_\_\_\_\_

IXL practice: Z4, Z5, Z8

MCC8.EE.6 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; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.

Test Questions:

Score: \_\_\_\_\_

IXL practice: Y1, Y2, Y5, Y7, Y8

MCC8.F.3 Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

Test Questions:

Score: \_\_\_\_\_

IXL practice: Z10, Z13, Z14

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_