

## Grade 1 Screener

• **Column A** indicates the clusters that were assessed; **Column B** indicates the standards that were assessed; **Column C** indicates the # of tasks; **Column D** indicates the # of points; **Column E** is a general description of the standard

• **Column F** indicates the standards that are connected to the standard. You can use this information to help determine when to provide support to students that struggled with the standards assessed. For example, if students need support with K.CC.A.1, then support is likely needed when teaching the standards listed in column F, i.e., 1.NBT.A.1. Also, in general, when preparing to teach the standards in column F, consider activating prior knowledge based on the standards in column B, e.g., doing warm-ups and/or scaffolded problem sets that draw on the prior grade level knowledge.

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Cluster	Standard	# of Tasks	# of Points	Standard Description	Grade 1 Connections
K.CC.A	K.CC.A.1	1	5*	Count to 100 by ones and by tens	1.NBT.A.1
	K.CC.A.2	1		Count forward beginning from a given number	
	K.CC.A.3	3*		Write numbers from 0 to 20 Represent # of objects with written numeral	
K.CC.B	K.CC.B.4	0	4*	Say # names in standard order when counting objects	1.OA.C.5
		0		Understand that the last number said tells the # of objects counted	
		0		Understand that each successive # is a quantity that is 1 larger	
	K.CC.B.5	4*		Count to answer "how many?" questions	
K.CC.C	K.CC.C.6	2	3	Identify if # of objects in one group is >, <, or = to another group	
	K.CC.C.7	1		Compare two written numerals between 1 and 10	1.NBT.B.3
K.OA.A	K.OA.A.1	2	12	Represent addition and subtraction multiple ways	
	K.OA.A.2	4		Add and subtract within 10 Solve addition and subtraction word problems	1.OA.A.1, 1.OA.B.3, 1.OA.B.4, 1.OA.C.6
	K.OA.A.3	2		Decompose numbers < or = to 10 into pairs in more than one way	1.OA.C.6
	K.OA.A.4	2		Find the number that makes 10 for any number 1 to 9	1.OA.C.6
	K.OA.A.5	2		Fluently add and subtract within 5	1.OA.C.6
<b>Totals</b>		21*	21*		

\* There are 3 items on this assessment that are each aligned to 2 standards, K.CC.A.3 and K.CC.B.5, and each of those questions are worth 1 point. Adding the # of tasks and points in columns C and D give a total of 24, however, the actual total number of tasks and points is 21.

## Grade 2 Screener

- **Column A** indicates the clusters that were assessed; **Column B** indicates the standards that were assessed; **Column C** indicates the # of tasks; **Column D** indicates the # of points; **Column E** is a general description of the standard
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- **Column G** indicates other prior grade level standards that are connected to standards assessed and listed in column B. As you learn more about your students, you may determine that some of them need support with this content.
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Cluster	Standard	# of Tasks	# of Points	Standard Description	Grade 2 Connections	Grade K Connections
1.OA.A	1.OA.A.1	4	4	Add and subtract within 20 to solve word problems	2.OA.A.1	K.OA.A.2
1.OA.B	1.OA.B.3	2	3	Apply properties as strategies to add and subtract	2.NBT.B.9	K.OA.A.2
	1.OA.B.4	1		Understand subtraction as an unknown-addend problem	2.NBT.B.9	K.OA.A.2
1.OA.C	1.OA.C.6	4	4	Add and subtract within 20, demonstrating fluency within 10	2.OA.B.2	K.OA.A.2, K.OA.A.3, K.OA.A.4, K.OA.A.5
1.OA.D	1.OA.D.7	2	4	Understand meaning of equal sign, and determine if equations are T/F	2.OA.C.3, 2.OA.C.4	
	1.OA.D.8	2		Determine the unknown whole number in addition or subtraction equation		
1.NBT.B	1.NBT.B.2	0	4	10 can be thought of as a bundle of ten ones - called a "ten"	2.NBT.A.1	K.NBT.A.1
		1		The numbers 11 to 19 are composed of a ten and one...nine ones		
		1		10, 20, 30...90 refer to one...nine tens		
	1.NBT.B.3	2		Compare 2 two-digit numbers using symbols >, =, and <		K.CC.C.7
1.NBT.C	1.NBT.C.4	3	5	Add within 100 using strategies. Relate strategy and explain with writing. When adding, you add tens/tens and ones/ones, sometimes composing a 10	2.NBT.B.5, 2.OA.A.1	
	1.NBT.C.5	1		Given a 2-digit number, mentally find 10 more/less without counting Explain reasoning	2.NBT.B.5, 2.OA.A.1	
	1.NBT.C.6	1		Use strategies to subtract multiples of 10 from multiples of 10 Explain reasoning	2.NBT.B.5, 2.OA.A.1	
1.MD.A	1.MD.A.1	2	4	Order 3 objects by length Compare the lengths of 2 objects indirectly using a 3rd object		K.MD.A.2
	1.MD.A.2	2		Express length as a whole number of length units by tiling end to end. Understand the meaning of length measurement	2.MD.A.1	
<b>Totals</b>		28	28			

### Grade 3 Screener

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Cluster	Standard	# of Tasks	# of Points	Standard Description	Grade 3 Connections	Grade 1 Connections
2.OA.A	2.OA.A.1	4	4	Add and subtract within 100 to solve 1- and 2-step word problems	3.OA.D.8	1.OA.A.1, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6
2.OA.B	2.OA.B.2	2	2	Fluently add and subtract within 20 using mental strategies		1.OA.C.6
2.NBT.B	2.NBT.B.5	3	3	Fluently add and subtract within 100 using strategies		1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6
	2.NBT.B.6	2	2	Add up to four 2-digit numbers		
	2.NBT.B.7	4	4	Add and subtract within 1000 using models and strategies Relate strategy to written method Add or subtract 100s/100s, 10s/10s, and 1s/1s, sometimes composing a 100	3.NBT.A.2	
2.MD.B	2.MD.B.5	4	4	Add and subtract within 100 to solve length word problems		
	2.MD.B.6	3	3	Represent whole numbers as lengths from 0 on a number line Represent sums and differences within 100 on number line	3.NF.A.2	
<b>Totals</b>		<b>22</b>	<b>22</b>			

## Grade 4 Screener

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Cluster	Standard	# of Tasks	# of Points	Standard Description	Grade 4 Connections	Grade 2 Connections
3.OA.A	3.OA.A.1	1	1	Interpret products of whole numbers	4.OA.A.1, 4.NF.B.4	2.OA.C.3, 2.OA.C.4
	3.OA.A.2	1	1	Interpret whole number quotients		
	3.OA.A.3	4	4	Use multiplication and division within 100 to solve word problems	4.OA.A.1, 4.OA.A.2, 4.NF.B.4	
	3.OA.A.4	2	2	Find the unknown whole number in a multiplication or division equation	4.MD.A.3	
3.OA.B	3.OA.B.5	2	2	Use properties to multiply and divide (Commutative, Associative, Distributive)	4.NBT.B.5, 4.NBT.B.6	
	3.OA.B.6	3	3	Understand division as an unknown-factor problem	4.NBT.B.6	
3.OA.C	3.OA.C.7	2	2	Fluently multiply and divide within 100 using strategies	4.NBT.B.5, 4.NBT.B.6, 4.MD.A.1, 4.OA.B.4	
3.OA.D	3.OA.D.8	4	4	Solve 2-step word problems using the four operations Represent 2-step word problems using an equation with a letter for unknown Assess the reasonableness of the answer	4.MD.A.3, 4.OA.A.3	2.OA.A.1
3.NF.A	3.NF.A.1	2	2	Understand fraction $1/b$ as 1 part when a whole is split into $b$ equal parts Understand fraction $a/b$ as a parts of size $1/b$	4.NF.B.3, 4.NF.B.4	2.G.A.3, 2.MD.A.2
	3.NF.A.2	3	3	Represent $1/b$ on a number line Represent $a/b$ on a number line	4.NF.B.3	2.MD.B.6, 2.MD.D.9
	3.NF.A.3	5	5	Understand when 2 fractions are equivalent Generate simple equivalent fractions Express whole numbers as fractions and recognize whole number fractions Compare 2 fractions with the same numerator or denominator Recognize when comparisons are valid Record comparisons using $>$ , $=$ , or $<$	4.NF.A.1	
<b>Totals</b>		29	29			

## Grade 5 Screener

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Cluster	Standard	# of Tasks	# of Points	Standard Description	Grade 5 Connections	Grade 3 Connections
4.OA.A	4.OA.A.1	2	2	Interpret multiplication as a comparison	5.NF.B.3, 5.NF.B.5, 5.NF.B.6	3.OA.A.1, 3.OA.A.3
	4.OA.A.2	2	2	Multiply or divide to solve multiplicative comparison word problems	5.NF.B.3, 5.NF.B.5, 5.NF.B.6	3.OA.A.3
	4.OA.A.3	4	4	Solve multistep word problems w/ the 4 operations (interpret remainders) Use an equation with a letter to represent these problems Assess answer reasonableness using mental computation and rounding	5.NF.B.3, 5.NF.B.6	3.OA.D.8
4.NBT.A	4.NBT.A.1	2	2	Recognize that in a multi-digit whole number, a digit in one place represents 10 times what it represents in the place to its right	5.NBT.A.1	
	4.NBT.A.2	4	4	Read and write multi-digit numbers using numerals, names, & expanded form Compare 2 multi-digit numbers based on meanings of the digits in each place	5.NBT.A.3	
	4.NBT.A.3	1	1	Use place value understanding to round multi-digit whole numbers to any place	5.NBT.A.4	3.NBT.A.1
4.NF.A	4.NF.A.1	3	3	Explain why 2 fractions are equivalent using visual fraction models Recognize and generate equivalent fractions	5.NF.A.1, 5.NF.B.5	3.NF.A.3
	4.NF.A.2	3	3	Compare 2 fractions with different numerators and different denominators Know that comparisons are only valid when referring to the same whole Record comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions	5.NF.A.2	
4.NF.C	4.NF.C.5	2	2	Express a fraction with denominator 10 as a fraction with denominator 100 Use this technique to add 2 fractions with denominators of 10 and 100	5.NBT.A.1	
	4.NF.C.6	2	2	Use decimal notation for fractions with denominators 10 or 100	5.NBT.A.1	
	4.NF.C.7	2	2	Compare 2 decimals to hundredths and record results using $<$ , $>$ , $=$ Know that comparisons are only valid when referring to the same whole	5.NBT.A.3, 5.NBT.A.1	
<b>Totals</b>		27	27			

**Grade 6 Screener**

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• **Column F** indicates the standards that are connected to the standard. You can use this information to help determine when to provide support to students that struggled with the standards assessed. For example, if students need support with 5.NBT.A.2, then support is likely needed when teaching the standards listed in column F, i.e., 6.EE.A.1, 6.NS.B.3. Also, in general, when preparing to teach the standards in column F, consider activating prior knowledge based on the standards in column B, e.g., doing warm-ups and/or scaffolded problem sets that draw on the prior grade level knowledge.

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Cluster	Standard	# of Tasks	# of Points	Standard Description	Grade 6 Connections	Grade 4 Connections
5.NBT.A	5.NBT.A.1	1	5	Recognize digits are worth 10 times the digit to the right and 1/10 to the left	6.EE.A.1, 6.NS.B.3	4.NBT.A.1, 4.NF.C.5, 4.NF.C.6, 4.NF.C.7
	5.NBT.A.2	1		Explain patterns in the number of zeros when multiplying by powers of 10		
	5.NBT.A.3	1		Read and write decimals using numerals, number names, & expanded form		4.NBT.A.2, 4.NF.C.7
	5.NBT.A.4	1		Compare two decimals (>, =, <) based on meanings of digits in each place Use place value understanding to round decimals to any place		4.NBT.A.3
5.NBT.B	5.NBT.B.5	2	4	Fluently multiply using the standard algorithm	6.NS.B.3	4.NBT.B.4, 4.NBT.B.5
	5.NBT.B.6	2		Find quotients (place value, properties of operations, mult/div relationship) Illustrate and explain the calculation with equations, arrays, or area models	6.NS.B.2, 6.NS.B.3	4.NBT.B.4, 4.NBT.B.6
5.NBT.B	5.NBT.B.7	4	4	Add, subtract, multiply, divide decimals (drawings, place value, +/- relationship)	6.NS.B.3	4.NBT.B.4
5.NF.A	5.NF.A.1	2	4	Add, subtract fractions (and mixed numbers) with unlike denominators by replacing them with equivalent fractions that have the same denominator	6.EE.B.7	4.NF.A.1, 4.NF.B.3
	5.NF.A.2	2		Solve word problems involving adding and subtracting fractions		4.NF.A.2
5.NF.B	5.NF.B.3	1	7	Interpret a fraction as division Solve word problems with whole numbers that have fractional answers	6.RP.A.2	4.OA.A.2, 4.OA.A.1, 4.MD.A.2
	5.NF.B.4	1		Interpret (a/b) x q as a parts of a partition of q into b equal parts = a x q / b	6.G.A.1, 6.EE.B.7	4.NF.B.4
				Find the area of a rectangle with fractional side lengths by tiling with unit squares, showing the area is the same multiplying the side lengths Multiply fractional side lengths to find area Represent fraction products as rectangular areas		
				Comparing the size of a product to the other 2 factors (without multiplying)		
	5.NF.B.5			Explaining why multiplying by a fraction >1 = greater product Explaining why multiplying by a fraction <1 = smaller product Relate fraction equivalence to the effect of multiplying a/b by 1	6.RP.A.1	4.MD.A.2, 4.NF.A.1, 4.OA.A.1, 4.OA.A.2, 4.OA.A.3
	5.NF.B.6	2		Solve real world problems by multiplying fractions and mixed numbers	6.EE.B.7, 6.G.A.1	4.OA.A.1, 4.OA.A.2
	5.NF.B.7	1		Interpret and compute unit fractions divided by a whole number	6.NS.A.1, 6.RP.A.2, 6.G.A.1	4.NF.B.4
1		Interpret and compute whole numbers divided by a unit fraction				
		1		Solve real word problems with dividing whole numbers and unit fractions		
5.MD.C	5.MD.C.4	1	3	Measure volume by counting unit cubes and using cubic units	6.G.A.2	
	5.MD.C.5	1		Apply $V = l \times w \times h$ and $V = b \times h$ to find the volume of rectangular prisms to solve real world and mathematical problems (whole number side lengths)		
		1		Recognize volume is additive Find volumes of solid figures composed of rectangular prisms by adding the volumes of the non-overlapping parts and use to solve real-world problems		
5.G.A	5.G.A.2	2	2	Represent real world and mathematical problems by graphing points in the first quadrant, and interpret coordinate values in the context of the situation	6.G.A.3, 6.RP.A.3	
<b>Totals</b>		29	29			

**Grade 7 Screener**

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• **Column F** indicates the standards that are connected to the standard. You can use this information to help determine when to provide support to students that struggled with the standards assessed. For example, if students need support with 6.RP.A.2, then support is likely needed when teaching the standards listed in column F, i.e., 7.RP.A.1, 7.RP.A.2. Also, in general, when preparing to teach the standards in column F, consider activating prior knowledge based on the standards in column B, e.g., doing warm-ups and/or scaffolded problem sets that draw on the prior grade level knowledge.

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Cluster	Standard	# of Tasks	# of Points	Standard Description	Grade 7 Connections	Grade 5 Connections	
6.RP.A	6.RP.A.1	1	6	Understand ratios and use ratio language to describe a relationship		6.RP.A.2, 6.RP.A.3	
	6.RP.A.2	1		Understand unit rates and use rate language to describe a relationship	7.RP.A.1, 7.RP.A.2	6.RP.A.3	
	6.RP.A.3	1		Make tables of equivalent ratios, find missing values in the tables, and plot the pairs of values on the coordinate plane	7.RP.A.2, 7.RP.A.3		
		1		Solve unit rate problems including unit pricing and constant speed			
		2		Find a percent of a quantity as a rate per 100 Solve problems involving finding the whole, given a part and the percent			
6.NS.A	6.NS.A.1	3	3	Interpret and compute quotients of fractions Solve word problems involving division of fractions by fractions	7.NS.A.2	5.NF.B.7	
6.NS.C	6.NS.C.5	1	8	Understand positives and negatives have opposite directions or values Use positives and negatives in real-world contexts, explaining meaning of 0	7.NS.A.1	5.G.A.1	
	6.NS.C.6	1		Understand signs of numbers in ordered pairs indicate locations in quadrants Recognize 2 ordered pairs, differing only by signs, are reflections across axes	7.NS.A.1		
		2		Locate integers and rational numbers on horizontal and vertical # lines Locate pairs of integers and rational numbers on a coordinate plane			
	6.NS.C.7	1		Interpret inequalities as statements about relative positions on a number line	7.NS.A.1		
		1		Write, interpret, and explain statements of order for #s in real-world contexts			
		1		Understand the absolute value of a rational number as its distance from 0 Interpret absolute value as magnitude for a positive and negative quantity in a real-world situation			
6.NS.C.8	1	Solve real-world and mathematical problems by graphing points in all 4 quadrants of the coordinate plane Use coordinates and absolute value to find distance between points with the same x- or the same y-coordinate	7.RP.A.2	5.G.A.2			
6.EE.A	6.EE.A.1	1	5	Write and evaluate numerical expressions involving whole-number exponents	7.EE.A.2, 7.EE.B.4		
	6.EE.A.2	1		Write expressions that record operations with numbers and variables			
		1		Evaluate expressions and real-world formulas at specific variable values Perform operations, including exponents, in the conventional order			
	6.EE.A.3	1		Apply properties of operations to generate equivalent expressions	7.EE.A.1		
	6.EE.A.4	1		Identify when two expressions are equivalent	7.EE.A.1		
6.EE.B	6.EE.B.5	1	5	Understand solving an equation/inequality finds the value(s) that make it true	7.EE.B.4		
	6.EE.B.6	1		Use variables to represent numbers and write expressions when solving real-world or mathematical problems Understand a variable can represent an unknown number or any number			
	6.EE.B.7	2		Solve mathematical and real-world problems by writing and solving equations in the form $x + p = q$ or $px = q$ (variables are nonnegative and rational)			7.EE.B.4
	6.EE.B.8	1		Write $x > c$ or $x < c$ inequalities for real-world or mathematical problems Recognize inequalities have infinitely many solutions Represent inequality solutions on number line diagrams			7.EE.B.4
6.EE.C	6.EE.C.9	2	2	Use variables to represent two quantities that change in relation to each other Write an equation to represent one quantity (DV) in terms of the other (IV) Analyze that DV and IV relationship using graphs and tables, relate to equation	7.EE.A.2, 7.EE.B.4	5.OA.B.3	
<b>Totals</b>		29	29				

### Grade 8 Screener

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Cluster	Standard	# of Tasks	# of Points	Standard Description	Grade 8 Connections	Grade 6 Connections
7.RP.A	7.RP.A.1	1	9	Compute unit rates with ratios of fractions (lengths, areas, different units)	8.EE.B.5, 8.EE.B.6, 8.F.A.1, 8.F.A.2, 8.F.B.4	6.RP.A.2, 6.NA.A.1
	7.RP.A.2	1		Decide whether two quantities are in a proportional relationship		6.RP.A.2, 6.RP.A.3
		2		Find the unit rate in tables, graphs, equations, diagrams, & verbal descriptions		
		1		Represent proportional relationships with equations		
		1		Explain points (x,y), (0,0), and (1,r) on proportional graph		
	7.RP.A.3	3		Solve multistep ratio and % problems (interest, tax, sales, % increase, etc)		6.RP.A.3
7.NS.A	7.NS.A.1	1	11	Understand $p + q$ as the number located a distance $ q $ from $p$ Show that a number and its opposite have a sum of 0 Interpret sums of rational numbers with real-world context	6.NS.C.5, 6.NS.C.6, 6.NS.C.7	
		1		Understand subtraction as adding the inverse Show that the distance between 2 rational numbers on the number line is the absolute value of their difference, and apply to real-world contexts		
		1		Apply properties of operations as strategies to add/subtract rational numbers		
	7.NS.A.2	1		Know that multiplication of rational numbers satisfy properties of operations Interpret products of rational numbers by describing real-world contexts	8.NS.A.1	6.NS.A.1
		1		Understand that integers can be divided & every quotient is a rational number		
		2		Apply properties of operations as strategies to multiply/divide rational numbers		
	7.NS.A.3	4		Solve real-world and mathematical problems involving rational numbers	8.EE.C.7, 8.EE.C.8	6.NS.B.3
7.EE.A	7.EE.A.1	2	2	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients	8.EE.C.7	6.EE.A.3, 6.EE.A.4
7.EE.B	7.EE.B.3	4	4	Solve multi-step real-life and math problems with signed rational numbers Apply properties of operations to calculate with numbers in any form Convert between forms as appropriate Assess answer reasonableness using mental computation and estimation	8.EE.C.7, 8.EE.C.8	
	7.EE.B.4	3		Solve real-world equations ( $px+q=r$ or $p(x+q)=r$ ) fluently Compare an algebraic solution to an arithmetic solution	8.EE.C.7, 8.EE.C.8	6.EE.B.6, 6.EE.B.7, 6.EE.B.8
		1		Solve real-world inequalities ( $px + q < r$ or $px + q > r$ ) Graph an inequality solution set and interpret it in the context of the problem		
<b>Totals</b>		30	30			



## Algebra 1 Screener

- **Column A** indicates the clusters that were assessed; **Column B** indicates the standards that were assessed; **Column C** indicates the # of tasks; **Column D** indicates the # of points; **Column E** is a general description of the standard
- **Column F** indicates the standards that are connected to the standard. You can use this information to help determine when to provide support to students that struggled with the standards assessed. For example, if students need support with 8.EE.A.1, then support is likely needed when teaching the standards listed in column F, i.e., HS.N-RN.A.1, HS.A-APR.A.1, HS.F-BF.B.5. Also, in general, when preparing to teach the standards in column F, consider activating prior knowledge based on the standards in column B, e.g., doing warm-ups and/or scaffolded problem sets that draw on the prior grade level knowledge.
- **Column G** indicates other prior grade level standards that are connected to standards assessed and listed in column B. As you learn more about your students, you may determine that some of them need support with this content.
- For a deeper dive into standards connections, access the Student Achievement Partners Coherence Map: <https://achievethecore.org/coherence-map/>

Cluster	Standard	# of Tasks	# of Points	Standard Description	Alg 1 Connections	Grade 7 Connections
8.EE.A	8.EE.A.1	2	2	Know and apply the properties of integer exponents	HS.N-RN.A.1, HS.A-APR.A.1, HS.F-BF.B.5	
	8.EE.A.2	2	2	Use square root and cube root symbols to solve $x^2 = p$ and $x^3 = p$ Evaluate small perfect squares and perfect cubes Know that the square root of 2 is irrational	HS.A-CED.A.1, HS.A-REI.B.4.a, HS.A-REI.B.4.b, HS.N-RN.A.1	
8.EE.B	8.EE.B.5	3	4	Graph proportional relationships and interpret the unit rate as slope Compare 2 different proportional relationships represented in different ways	HS.A-REI.D.10	7.RP.A.2
	8.EE.B.6	1		Use similar triangles to explain why the slope is the same between any 2 points Derive $y = mx$ (through origin) and $y = mx + b$ (intercepting vertical axis)	HS.G-GPE.B.5, HS.A-REI.D.10	7.G.A.1, 7.RP.A.2
8.EE.C	8.EE.C.7	1	4	Give examples of equation with one, none, and infinite solutions. Transform equations into $x = a$ , $a = a$ , or $a = b$ to find number of solutions	HS.A-CED.A.4, HS.A-REI.A.1, HS.A-REI.B.3	7.EE.A.1, 7.EE.B.4
		3		Solve linear equations (including distributive property & combining like terms)		
	8.EE.C.8	1	3	Understand solutions to systems of equations correspond to the point of intersection, because it satisfies both equations simultaneously	HS.A-CED.A.2, HS.A-CED.A.3, HS.A-REI.A.5, HS.A-REI.A.6, HS.A-REI.A.7, HS.A-REI.D.10, HS.A-REI.D.12	7.EE.B.4
		1		Solve systems of equations algebraically, and estimate solutions by graphing Solve simple cases by inspection		
1	Solve real-world and mathematical problems leading to 2 linear equations					
8.F.A	8.F.A.1	2	5	Understand that a function is a rule that assigns to each input exactly 1 output The graph of a function is the set of ordered pairs consisting of (input, output)	HS.F-IF.A.1	7.RP.A.2
	8.F.A.2	2		Compare properties of 2 functions each represented in a different way	HS.F-IF.C.9	7.RP.A.2
	8.F.A.3	1		Interpret $y = mx + b$ as a linear function with a straight line graph Give examples of non-linear functions	HS.F-LE.A.1	
8.F.B	8.F.B.4	3	5	Construct a function to model a linear relationship between two quantities Find the rate of change and initial value of a function from a description or from two (x, y) values (including from a table or graph) Interpret the rate of change and initial value of a linear function in context	HS.F-LE.A.1, HS.A-CED.A.2, HS.F-BF.A.1.a, HS.F-BF.A.2, HS.F-IF.B.6, HS.F-LE.A.2, HS.F-LE.B.5, HS.S-ID.C.7	7.RP.A.2
	8.F.B.5	2		Describe the functional relationship between 2 quantities by analyzing a graph Sketch a graph that exhibits the qualitative features from a verbal description	HS.F-IF.B.4, HS.F-LE.A.1, HS.F-LE.A.3	
8.G.B	8.G.B.7	2	3	Apply the Pythagorean Theorem to find unknown side lengths in right triangles in real-world and mathematical problems in 2 and 3 dimensions		
	8.G.B.8	1		Apply the Pythagorean Theorem to find distance between 2 points		
<b>Totals</b>		28	28			