Term Outline

Math 8S

# Curriculum Overview Term 1 Grade 8 Math 2014-15

Each strand is addressed with a major emphasis and strands are interrelated whenever possible to provide a rich variety of math experiences for students.

# TERM 1 Integers (MMS Unit 2) Timeline: 3 Weeks

General Outcome -Develop number sense

SCO: **N7: Demonstrate an understanding of multiplication and division of integers, concretely, pictorially and symbolically.**

Use the following set of indicators as a guide to determine whether students have met the corresponding specific outcome.

**ACHIEVEMENT INDICATORS**

* Identify the operation required to solve a given problem involving integers.
* Provide a context that requires multiplying two integers.
* Provide a context that requires dividing two integers.
* Model the process of multiplying two integers using concrete materials or pictorial representations and record the process.
* Model the process of dividing an integer by an integer using concrete materials or pictorial representations and record the process.
* Solve a given problem involving the division of integers (2-digit by 1-digit) without the use of technology.
* Solve a given problem involving the division of integers (2-digit by 2-digit) with the use of technology.
* Generalize and apply a rule for determining the sign of the product and quotient of integers.
* Solve a given problem involving integers taking into consideration order of operations.

**Unit 7: Data Analysis and Probability**

**General Outcome:** Statistics and Probability

**Specific Outcomes: SP1: Critique ways in which data is presented.**

**Lessons**

**Choosing an Appropriate Graph** –Visual Spatial/ Logical Mathematical/ Intra/Interpersonal

**Misrepresenting Data** - Visual Spatial/ Logical Mathematical/ Intra/Interpersonal

**Unit 6: Linear Equations and Graphing**

**General outcome:** Patterns and Relations

**Specific Outcomes: PR1: Graph and analyze two-variable linear relations.**.

**PR2: Model and solve problems using linear equations of the form:**

***ax = b; * = *b* , *a ≠ 0; ax + b = c;* **+ *b* = *c a* ≠ 0*;*  *a(x + b) = c***

**concretely, pictorially and symbolically, where *a*, *b*and *c* are integers.**

**Lessons:**

**Solving Equations Using Models** – Kinesthetic/ Visual / Spatial / Mathematical Logical / Intrapersonal

**Solving Equations Using Algebra** - Visual / Spatial / Mathematical Logical / Intra- / Interpersonal

**Solving Equations Involving Fractions** - Mathematical Logical/ Intra- / Interpersonal

**The Distributive Property** - Mathematical Logical/ Visual / Spatial/

**Solving Equations Involving the Distributive Property** **-**  Mathematical Logical/ Intra- / Interpersonal

**Creating a Table of Values -**  Mathematical Logical/ Intra- / Interpersonal

**Graphing Linear Relations -**  Mathematical Logical/ Visual / Spatial/ Intra- / Interpersonal