

SEPTEMBER 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4	5
			FIRST DAY OF SCHOOL – 7th and 8th Review of negative and positive integers	7.NS.3 Objective: SWBAT find the value of expressions using the order of operations. Lesson 1.1 Exit ticket- TE pg. 5
8	9	10	11	12
6.EE.2/7.EE.1 Objective: SWBAT use the order of operations to evaluate expressions. Lesson 1.2 Exit ticket- TE pg. 9 Vocab: evaluate, algebraic expression Review: Operation rules with variables and coefficients	6.EE.2/7.EE.1 Objective: SWBAT to simplify algebraic expressions by combining like terms. Lesson 1.2a Review vocabulary: term, coefficient, variable, like term, constant, What is an equation vs. what is an expression? Signs in front of term ET	7.EE.1 Objective: SWBAT to simplify algebraic expressions by using the Distributive Property. Lesson 1.3- Day 1 What is the Distributive Property and what does it mean? Review: Multiplication with negative rules Distributing with negatives ET	6.EE.7 Objective: SWBAT to simplify algebraic expressions by combining like terms and using the Distributive Property. Lesson 1.3- Day 2 ET	6.EE.7 Objective: SWBAT use inverse operations to solve one-step equations- Addition and Subtraction, Multiplication and Division Lesson 1.4- Day 2 ET Review: sum, difference, product, quotient Lesson 1.4- Day 1 ET Vocabulary: equation, inverse operation, isolate, solve Review: sum, difference What's the point of even solving an equation?
15	16	17	18	19
6.EE.7 Objective: SWBAT write and solve one-step equations. Lesson 1.4- Day 2 ET Be sure to use chart on pg. 17 of student edition to help students become familiar with math terms. Note cards	6.EE.7 Objective: SWBAT write and solve one-step equations. Lesson 1.4- Day 3 ET Be sure to use chart on pg. 17 of student edition to help students become familiar with math terms. Note cards	8.EE.7b Objective: SWBAT write and solve two-step equations. Lesson 1.5- Day 1 ET- TE pg. 24	8.EE.7b Objective: SWBAT write and solve two-step equations. Lesson 1.5- Day 2 Problem #: 16,17, 18, 21, 22 ET	8.EE.7b Objective: SWBAT solve multi-step equations. Lesson 1.6- Day 1 ET- TE pg. 29

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<p style="text-align: right;">22</p> <p>8.EE.7b Objective: SWBAT write and solve multi-step equations. Lesson 1.6- Day 2 Problem #: 9,19, 20, 22 ET</p>	<p style="text-align: right;">23</p> <p>8.EE.7b Objective: SWBAT determine if a linear equation in one variable has no solution, one solution, or infinitely many solutions. Lesson 1.7- Day 2 ET- TE pg. 33 Vocab: infinitely many solutions, no solution, one solution</p>	<p style="text-align: right;">24</p> <p>2-HR EARLY DISMISSAL Quiz on Lessons 1.1-1.4</p>	<p style="text-align: right;">25</p> <p>8.F.4/8.F.5 Objective: SWBAT write recursive routines and create recursive sequences. Lesson 2.1 ET- TE pg. 50 Vocab: recursive sequence, recursive routine, operations</p>	<p style="text-align: right;">26</p> <p>8.F.4/8.F.5 Objective: SWBAT create linear plots for recursive sequences. Lesson 2.2- Day : students find starting value and operation, fill in already made tables from graph ET- TE pg. 55 Vocab: coordinate plane, axes, origin, x-axis, y-axis, start value, quadrants, ordered pair Fair example- pg. 51-Be sure to stress that input/output values in tables are ordered pairs on graph.</p>
<p style="text-align: right;">29</p> <p>8.F.4/8.F.5 Objective: SWBAT create linear plots for recursive sequences. Lesson 2.2- Day 2 (students make tables-pg. 54) ET</p>	<p style="text-align: right;">30</p> <p>Quiz on Lessons 1.5-1.7</p>			
<p>EVENTS/NOTES:</p>				

OCTOBER 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		<p style="text-align: right;">1</p> <p>8.F.4/8.F.5 Objective: SWBAT represent recursive routine applications with graphs, tables, and words. Lesson 2.3- Day 1 ET- TE pg. 60 Vocab: dependent variable, independent variable</p>	<p style="text-align: right;">2</p> <p>8.F.4/8.F.5 Objective: SWBAT represent recursive routine applications with graphs, tables, and words. Lesson 2.3- Day 2 (creating own table and graph) ET- TE pg. 60 Vocab: dependent variable, independent variable</p>	<p style="text-align: right;">3</p> <p>8.F.1/8.F.4 Objective: SWBAT calculate rates of change and start values. Lesson 2.4- Day 1- Find rate of change and fill in tables focusing on finding starting value when not given Kids need lots of practice with this!!!! ET- TE pg. 66 Vocab: rate of change, start value Make sure students that rate of change can also be called unit rate.</p>
<p style="text-align: right;">6</p> <p>8.F.1/8.F.4 Objective: SWBAT calculate rates of change and start values. Lesson 2.4- Day 2- Application Problem #s: 14, 15, 16 ET</p>	<p style="text-align: right;">7</p> <p>8.EE.5/8.F.2-8.F.5 Objective: SWBAT write linear equations from recursive routines. Lesson 2.5 ET- TE pg. 72 Vocab: linear equation, function, introduce y-intercept as start value. In book, slope intercept form is written as $y= b + mx$ and not $y=mx + b$. We will stick with $y=mx + b$.</p>	<p style="text-align: right;">8</p> <p>8.F.2-8.F.5 Objective: SWBAT write linear equations from recursive routines. Lesson 2.6- Day 1- Have students make tables and graphs for equations (#1-9 on pg. 75) During lesson, have students write equation for sample problem on pg. 74. Tie all representations together. ET- TE pg. 76 Vocab: linear equation, function, introduce y-intercept as start value. In book, slope intercept form is written as $y= b + mx$ and not $y=mx + b$. We will stick with</p>	<p style="text-align: right;">9</p> <p>8.F.2-8.F.5 Objective: SWBAT write linear equations from recursive routines. Lesson 2.6- Day 2- Application problems (#s 16-20) ET</p>	<p style="text-align: right;">10</p> <p>NO SCHOOL (PD)</p>

		$y=mx + b.$		
13	14	15	16	17
<p>8.EE.5/8.EE.6 Objective: SWBAT use slope triangles to find the slope of lines. Lesson 2.7 To align with common core standards, extend parts of lesson to have kids find slope using similar triangles (slope triangle of 2/3 is same as slope triangle of 4/6) ET Vocab: slope, slope triangle, similar triangles</p>	<p>8.EE.5/8.EE.6 Objective: SWBAT find the slope of a line using the slope formula. Lesson 2.8 Make sure students put x and y in right places in formula. Relate the slope formula to the rise over run concept of the slope triangle. ET-TE pg. 85 + review on pg. 85 Vocab: slope formula</p>	<p>Review for Unit 2 test (Form B test) Edit Problem Solver</p>	<p>Unit 2 test</p>	<p>8.F.2-8.F.5 Objective: SWBAT graph linear equations in slope-intercept form. Lesson 3.1- Day 1- Students focus on only graphing equations in slope-intercept form Review where slope and y-intercept are in the equation (DO NOW?) Remind kids that fractional slopes are rise over run. ET- TE pg. 99 Vocab: slope-intercept form, review:zero slope, undefined slope Starting now, spiral review for Do Nows: Simplify algebraic expressions (D Property and CLT) and solving equations.</p>
20	21	22	23	24
<p>8.F.2-8.F.5 Objective: SWBAT graph linear equations in slope-intercept form. Lesson 3.1- Day 2- Application of skills (#s 10-15 on pgs. 97-98) ET</p>	<p>8.F.2-8.F.5 Objective: SWBAT write a linear equation for a given graph. Lesson 3.2 ET- TE pg. 105 Problem #7: Scaling on graph. Make sure students recognize</p>	<p>8.F.2-8.F.5 Objective: SWBAT write a linear equation in slope-intercept form when given information about the line. Lesson 3.3- Day 1: Students write equations when given slope and y-intercept and slope and one point.</p>	<p>8.F.2-8.F.5 Objective: SWBAT write a linear equation in slope-intercept form when given information about the line. Lesson 3.3- Day 2: Students write equations when given two points on the line. ET- TE pg. 110</p>	<p>8.F.2-8.F.5 Objective: SWBAT write a linear equation in slope-intercept form when given information about the line. Lesson 3.3- Day 3: Application problems: #s 5, 12, 19, 20, 21, 23 ET</p>

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Problem #12: Opportunity for pre-teach for slopes of parallel lines	that y-axis is scaled by 10s. Slope is 30/5, not 3/5 Problem #11: Remind students to use slope-formula.	ET		Extension problems: Explore!, #22
Quiz- Lessons 3.1-3.3 27	8.F.2-8.F.5 Objective: SWBAT convert different forms of linear equations to slope intercept form. Lesson 3.4- Day 1: Students convert equations written in <i>standard form</i> to slope-intercept form. ET	28 2-HR EARLY DISMISSAL 8.F.2-8.F.5 Lesson 3.4- Day 2: Students continue to convert equations written in <i>standard form</i> to slope-intercept form.	29 8.F.2-8.F.5 Lesson 3.4- Day 3: Students continue to convert equations written in <i>point-slope form</i> to slope-intercept form.	30 8.F.2-8.F.5 Lesson 3.5- Students who "get" concept will do Explore! activity. Students who need more practice with converting equations to slope-intercept form will complete exercise problem. Part II: Substitution to determine if points lie on a given line. ET- TE pg. 118
				31

EVENTS/NOTES:

NOVEMBER 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3 8.F.3/8.F.5 Objective: SWBAT recognize linear, quadratic, exponential and inverse variation functions. Lesson 3.7- Give students contextual situations that represent linear and nonlinear functions. Expect students to	4 Unit 3 Test	5 Unit 3 Test	6 Potential reteach for Unit 3	7 Potential reteach for Unit 3

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<p>be able to recognize said functions graphically. ET- TE pg. 129 Vocab: non-linear functions</p>				
<p>10 8.EE.8a Objective: SWBAT algebraically determine if two lines are parallel, intersecting or the same line. Lesson 4.1- Day 1- Direct instruction: Recognizing solutions to SOE from graphs, from graphing and from equations written in slope-intercept form. CW: Tiered worksheet ET Vocab: parallel lines, infinitely, intersecting, system of linear equations, solution to a system of linear equations</p>	<p>11 NO SCHOOL – VETERANS DAY</p>	<p>12 8.EE.8a Objective: SWBAT algebraically determine if two lines are parallel, intersecting or the same line. Lesson 4.1- Day 2- Direct instruction: Converting equations to slope-intercept and determining solutions to SOE. CW: Worksheet ET- TE pg. 140</p>	<p>13 8.EE.8a Objective: SWBAT algebraically determine if two lines are parallel, intersecting or the same line. Lesson 4.1- Day 3 CW: Exercises and Explore! ET- combine skills from previous days</p>	<p>14 8.EE.8 Objective: SWBAT determine the solution to a SOE by graphing. Lesson 4.2- Day 1 CW: Exercises and Explore! ET- TE pg. 144</p>
<p>17 8.EE.8 Objective: SWBAT determine the solution to a SOE by graphing. Lesson 4.2- Day 2 CW: Problem #s 18-20 (give equation for 19) ET- make edits to TE pg. 144</p>	<p>18 8.EE.8 Objective: SWBAT determine the solution to a system of equation using tables. Lesson 4.3-Day 1- Direct instruction-Explore! CW: Problem #s 10, 11, 13 ET</p>	<p>19 8.EE.8 Objective: SWBAT determine the solution to a system of equation using tables. Lesson 4.3-Day 2- Students substitute values from input-output tables into SOE to find solution. CW: Problem #s 1-9, 12 ET- TE pg. 149</p>	<p>20 8.EE.8 Objective: SWBAT determine the solution to a system of equation using tables. Lesson 4.4-Part I: Students will isolate variables in equations. (1-8 + supplemental materials...need to find) Part II- Students will solve SOE using substitution (9-22) (Use Tiered Worksheet as notes prior to students practicing this skill. Include word problem as well...need</p>	<p>21 8.EE.8 Objective: SWBAT set up and solve SOE from word problems. Lesson 4.7- Direct Instruction: Use Tiered Worksheet as notes prior to students. Complete normal worksheet together. Be explicit on how to pull information from word problems. CW: #1-11 ET- TE pg. 166</p>

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			to find problems or edit ones in book. Make sure to show students how to pull info out of word problems to write equations) ET- TE pg. 153	
Problem Solver/Task 24	Problem Solver/Task 25	1-HR EARLY DISMISSAL 26	NO SCHOOL THANKSGIVING HOLIDAY 27	NO SCHOOL THANKSGIVING HOLIDAY 28

EVENTS/NOTES:

DECEMBER 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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Unit 4 Test Review 1	Unit 4 Test 2			
8	9	10	11	12
15	16	17	18	19 1-HR EARLY DISMISSAL
22 NO SCHOOL – WINTER BREAK (12/22 – 1/2)	23	24	25	26
29	30	31		

EVENTS/NOTES:

JANUARY 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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		1 NO SCHOOL – WINTER BREAK (12/23 – 1/3)	2	3
6 Re-Teach Week	7	8	9	10
13	14	15 2-HR EARLY DISMISSAL	16	17
20 NO SCHOOL – MLK JR. DAY	21	22	23	24
27	28	29	30	31 NO SCHOOL – DAY BETWEEN SEMESTERS (optional snow day)

EVENTS/NOTES:
Winter MAP (optional): Jan. 6 – Jan. 31

FEBRUARY 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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3	4	5	6	7
10	11	12	13	14
17 NO SCHOOL – PRESIDENTS’ DAY	18 NO SCHOOL – MIDWINTER BREAK (2/17 – 2/21)	19	20	21
24	25	26	27	28

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EVENTS/NOTES:

MARCH 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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8th MATH

3	4	5	6	7
10 IA#3	11 IA#3	12	13	14
17 IA#1 Analysis Release Day	18	19	20	21
24	25	26 2-HR EARLY DISMISSAL	27	28
31				

EVENTS/NOTES:
Spring MAP: Mar. 17 – May 2

APRIL 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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8th MATH

	1	2	3	4
7	8	9	10	11
14 NO SCHOOL – SPRING BREAK (4/14 – 4/18)	15	16	17	18
21	22	23	24	25
28	29 MSP WRITING 1	30		

EVENTS/NOTES:
Spring MAP: Mar. 17 – May 2

MAY 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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			MSP WRITING 2, SCIENCE	1	2	
5	MSP MATH	6	7	MSP READING	8	9
12		13		14	15	16
19		20		21	22	23
26	NO SCHOOL – MEMORIAL DAY	27		28	29	30

EVENTS/NOTES:
 Spring MAP: Mar. 17 – May 2
 EOC Window: May 22 – June 13

JUNE 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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8th MATH

2	3	4 2-HR EARLY DISMISSAL	5	6
9	10	11	12	13
16	17	18	19 LAST DAY OF SCHOOL	20 PD DAY (optional snow day)
23 Optional snow day	24	25	26	27
30				

EVENTS/NOTES:

EOC Window: May 22 – June 13