

Northpoint Horizons
Math Elevations
Correlated to the
Maryland State Math Curriculum Standards

Grade 8

This document provides a sampling of the extensive math directives offered throughout the *Math Elevations* program that meet the Maryland Math Curriculum Standards.

Math Assessment Standards	<i>Math Elevations Level H (Grade 8) Teacher's Guide</i> Examples/Lessons
1.0 Knowledge of Algebra, Patterns, and Functions Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
A. Patterns and Functions	
1. Identify, describe, extend, and create patterns, functions and sequences	Unit 2–Number Theory/Fractions and Exponents Unit 5–Advanced Algebra and Functions
a. Determine the recursive relationship of arithmetic sequences represented in words, in a table or in a graph Assessment limit: Provide the <i>n</i> th term no more than 10 terms beyond the last given term using common differences no more than 10 with integers (–100 to 5000)	5.6–Graphing Linear Functions, pp. 147–150
b. Determine the recursive relationship of geometric sequences represented in words, in a table, or in a graph Assessment limit: Provide the <i>n</i> th term no more than 5 terms beyond the last given term using the recursive relationship of geometric sequences with whole numbers and a common ratio of no more than 5:1 (0–10,000)	2.8–Scientific Notation, pp. 68–70
c. Determine whether relationships are linear or nonlinear when represented in words, in a table, symbolically, or in a graph	5.6–Graphing Linear Functions, pp. 147–150 5.7–Interpreting Linear Functions, pp. 151–153 5.8–Slope, pp. 154–157

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Assessment limit: Use a graph to determine if a relationship is linear or nonlinear	
d. Determine whether relationships are linear or nonlinear when represented symbolically	5.6–Graphing Linear Functions, pp. 147–150 5.7–Interpreting Linear Functions, pp. 151–153 5.8–Slope, pp. 154–157 <i>The above lessons thoroughly explore linear relationships.</i>
B. Expressions, Equations, and Inequalities	
1. Write, simplify, and evaluate expressions	Unit 3–Algebra
a. Write an algebraic expression to represent unknown quantities Assessment limit: Use one unknown and no more than 3 operations and rational numbers (–1000 to 1000)	3.1–Commutative, Associative, and Distributive Properties, pp. 74–77 3.2–Order of Operations, pp. 78–80 3.3–Substituting Values for Variables in Formulas, pp. 81–83 <i>The above lessons explore application of algebraic expressions. Introduction to writing algebraic expressions is found in Unit 4, Lessons 2 and 3 of Level G.</i>
b. Evaluate an algebraic expression Assessment limit: Use one or two unknowns and up to three operations and rational numbers (–100 to 100)	3.3–Substituting Values for Variables in Formulas, pp. 81–83
c. Evaluate numeric expressions using the order of operations Assessment limit: Use no more than 5 operations including exponents of no more than 3 and 2 sets of parentheses, brackets, a division bar, or absolute value with rational numbers (–100 to 100)	3.2–Order of Operations, pp. 78–80
d. Simplify algebraic expressions by combining like terms Assessment limit: Use no more than 3 variables with integers (–50 to 50), or proper fractions with denominators as factors of 20 (–20 to 20)	<i>This concept is thoroughly explored in Level G, Unit 4, lesson 5 (Simplifying Expressions). TE, pp. 112–114</i>
e. Describe a real-world situation represented by an algebraic expression	3.2–Order of Operations, pp. 78–80 3.3–Substituting Values for Variables in Formulas, pp. 81–83

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2. Identify, write, solve, and apply equations and inequalities	Unit 3–Algebra
<p>a. Write equations and inequalities to represent relationships Assessment limit: Use a variable, the appropriate relational symbols ($>$, \geq, $<$, \leq, $=$) and no more than 3 operational symbols ($+$, $-$, \times, \div) on either side and rational numbers (-1000 to 1000)</p>	<p>3.4–Solving Equations Using Addition or Subtraction, pp. 84–86 3.5–Solving Equations Using Multiplication or Division, pp. 87–89 3.6–Solving Inequalities by Addition and Subtraction, pp 90–93 3.7–Solving Inequalities by Using Multiplication and Division, pp 94–97</p>
<p>b. Solve for the unknown in a linear equation Assessment limit: Use one unknown no more than 3 times on one side and up to three operations (same or different but only one division) and rational numbers (-2000 to 2000)</p>	<p>3.4–Solving Equations Using Addition or Subtraction, pp. 84–86 3.5–Solving Equations Using Multiplication or Division, pp. 87–89</p>
<p>c. Solve for the unknown in an inequality Assessment limit: Use a one- or two-operation inequality with one variable on one side no more than 3 times whose result after combining coefficients is a positive whole number coefficient with integers (-100 to 100)</p>	<p>3.6–Solving Inequalities by Addition and Subtraction, pp 90–93 3.7–Solving Inequalities by Using Multiplication and Division, pp 94–97</p>
<p>d. Identify or graph solutions of inequalities on a number line Assessment limit: Use one variable once with a positive whole number coefficient and integers (-100 to 100)</p>	<p>3.6–Solving Inequalities by Addition and Subtraction, pp 90–93 3.7–Solving Inequalities by Using Multiplication and Division, pp 94–97</p>
<p>e. Identify equivalent equations Assessment limit: Use one unknown no more than 3 times on one side and up to three operations (same or different but only one division) and integers (-2000 to 2000)</p>	<p>3.4–Solving Equations Using Addition or Subtraction, pp. 84–86 3.5–Solving Equations Using Multiplication or Division, pp. 87–89</p>

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f. Apply given formulas to a problem-solving situation Assessment limit: Use no more than four variables and up to three operations with rational numbers (-500 to 500)	3.3–Substituting Values for Variables in Formulas, pp. 81–83
g. Write equations and inequalities that describe real-world problems	3.4–Solving Equations Using Addition or Subtraction, pp. 84–86 3.5–Solving Equations Using Multiplication or Division, pp. 87–89 3.6–Solving Inequalities by Addition and Subtraction, pp 90–93 3.7–Solving Inequalities by Using Multiplication and Division, pp 94–97
C. Numeric and Graphic Representations of Relationships	
1. Locate points on a number line and in a coordinate plane	Unit 1–Number Sense/Integers Unit 5–Advanced Algebra and Functions
a. Graph linear equations in a coordinate plane Assessment limit: Use two unknowns having integer coefficients (-9 to 9) and integer constants (-20 to 20)	1.2–Adding Integers Using a Number Line, pp. 21–23 5.6–Graphing Linear Functions, pp. 147–150
2. Analyze linear relationships	Unit 5–Advanced Algebra and Functions
a. Determine the slope of a graph in a linear relationship Assessment limit: Use an equation with integer coefficients (-9 to 9) and integer constants (-20 to 20) and a given graph of the relationship	5.8–Slope, pp. 154–157
b. Determine the slope of a linear relationship represented numerically or algebraically	5.8–Slope, pp. 154–157
Standard 2.0 Knowledge of Geometry Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects.	
A. Plane Geometric Figures	
1. Analyze the properties of plane geometric figures	Unit 3–Algebra Unit 6–Geometry

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a. Identify and describe geometric relationships between angles formed when parallel lines are cut by a transversal. Assessment limit: Use alternate interior, alternate exterior, or corresponding angles	6.1–Angles, pp. 160–163 6.2–Angles in Parallel Lines Cut by a Transversal, pp. 164–166
b. Identify and describe the relationship among the parts of a right triangle Assessment limit: Use the hypotenuse or the legs of right triangles	3.8–Pythagorean Theorem, pp. 98–101
2. Analyze geometric relationships	Unit 3–Algebra Unit 6–Geometry
a. Determine the measurements of angles formed by parallel lines cut by a transversal Assessment limit: Use alternate interior, alternate exterior, and corresponding angles	6.1–Angles, pp. 160–163 6.2–Angles in Parallel Lines Cut by a Transversal, pp. 164–166
b. Apply right angle concepts to solve real-world problems Assessment limit: Use the Pythagorean Theorem	3.8–Pythagorean Theorem, pp. 98–101 <i>(see Wrap-Up and Challenge Activities)</i>
c. Determine whether three given side lengths form a right triangle	3.8–Pythagorean Theorem, pp. 98–101 <i>(see Wrap-Up Activities)</i>
C. Representation of Geometric Figures	
1. Represent plane geometric figures	Unit 6–Geometry
a. Draw quadrilaterals Assessment limit: Provide given whole number dimensions in inches or centimeters or angle measurements	<i>Investigation of this topic is explored in Level F, Unit 6, lessons 1 and 2:</i> 6.1–Properties of Polygons, pp. 108–109 6.2–Classifying Quadrilaterals, pp. 110–111
b. Construct perpendicular line segments Assessment limit: Provide a given point on a given line segment	<i>Level F:</i> 6.1–Properties of Polygons, pp. 108–109 <i>Level G:</i> 6.1–Angles, pp. 156–159
c. Construct triangles Assessment limit: Construct a triangle congruent to a given triangle	6.5–Congruent Triangles, pp. 174–176

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D. Congruence and Similarity	
1. Apply the properties of congruent polygons	Unit 6–Geometry
a. Determine similar parts of polygons Assessment limit: Use the length of corresponding sides or the measure of corresponding angles and rational numbers with no more than 2 decimal places (0–1000)	6.5–Congruent Triangles, pp. 174–176
E. Transformations	
1. Analyze a transformation on a coordinate plane	Unit 6–Geometry
a. Identify, describe, and plot the results of multiple transformations on a coordinate plane Assessment limit: Identify or plot the result of two transformations on one figure using translations (horizontal or vertical), reflections (horizontal or vertical), or rotations about a given point (90° or 180°)	6.7–Reflections and Translations in the Coordinate Plane, pp. 180–183 6.8–Rotations in the Coordinate Plane, pp. 184–187
3.0 Knowledge of Measurement Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.	
C. Applications in Measurement	
1. Estimate and apply measurement formulas	Unit 7–Measurement
a. Estimate and determine the circumference or area of a circle Assessment limit: Include circles using rational numbers with no more than 2 decimal places (0–10,000)	7.2–Circumference of a Circle, pp. 193–195 7.3–Area of a Circle, pp. 196–198
b. Estimate and determine area of a composite figure Assessment limit: Include composite figures with no more than 6 polygons (triangles, rectangles, or circles) by measuring, partitioning, or using formulas with whole number dimensions (0–10,000)	7.1–Area of a Trapezoid, pp. 190–192 7.4–Surface Area of a Prism, pp. 199–201 (<i>see nets</i>) <i>Areas of composite figures are investigated, explored and practiced in Level G, Unit 7, lesson 3 (Irregular Figures)</i>
c. Estimate and determine the volume of a cylinder Assessment limit: Use cylinders, given the formula, and whole number dimensions (0–10,000)	7.7–Volume of a Prism and a Cylinder, pp. 208–210

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d. Determine the volume of cones, pyramids, and spheres	7.7–Volume of a Prism and a Cylinder, pp. 208–210 7.8–Volume of a Pyramid and a Cone, pp. 211–213
e. Determine the surface area of cylinders, prisms, and pyramids	7.4–Surface Area of a Prism, pp. 199–201 7.5–Surface Area of a Cylinder, pp. 202–204 7.6–Surface Area of a Pyramid and a Cone, pp. 205–207
2. Analyze measurement relationships	Unit 6–Geometry
a. Use proportional reasoning to solve measurement problems Assessment limit: Use proportions, scale drawings with scales as whole numbers, or rates using whole numbers or decimals (0–1000)	6.6–Similarity and Dilations, pp. 177–179
4.0 Knowledge of Statistics Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.	
A. Data Displays	
1. Organize and display data	Unit 8–Probability, Statistics, and Data Analysis
a. Organize and display data using back-to-back stem-and-leaf plots Assessment limit: Use no more than 20 data points using whole numbers (0–99)	<i>Investigation and applications of stem-and-leaf plots are found in Level F, Unit 8, Lesson 2:</i> 8.2–Line Plots and Stem-and-Leaf Plots TE, pp. 146–147
b. Organize and display data to make box-and-whiskers plots Assessment limit: Use no more than 12 pieces of data and whole numbers (0–1000)	8.5–Box-and-Whiskers Plots, pp. 230–233
c. Organize and display data to make a scatter plot Assessment limit: Use no more than 10 points and whole numbers (0–1000)	8.4–Scatter Plots, pp. 227–229
B. Data Analysis	
1. Analyze data	Unit 8–Probability, Statistics, and Data Analysis
a. Interpret tables Assessment limit: Use no more than 5 categories having no more than 2 quantities per category and whole numbers or decimals with no more than 2 decimal places (0–100)	8.6–Line Graphs, pp. 234–237 8.8–Appropriate Graphs, pp. 241–243

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b. Interpret box-and-whiskers plots Assessment limit: Use minimum, first (lower) quartile, median (middle quartile), third (upper) quartile, or maximum and whole numbers (0–100)	8.5–Box-and-Whiskers Plots, pp. 230–233
c. Interpret scatter plots Assessment limit: Use no more than 10 points using whole numbers or decimals with no more than 2 decimal places (0–100)	8.4–Scatter Plots, pp. 227–229
d. Interpret circle graphs Assessment limit: Use no more than 8 categories (0–1000)	8.7–Circle Graphs, pp. 238–240
e. Analyze multiple box-and-whiskers plots using the same scale	8.5–Box-and-Whiskers Plots, pp. 230–233
5.0 Knowledge of Probability Students will use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.	
A. Sample Space	
1. Identify a sample space	Unit 8–Probability, Statistics, and Data Analysis
a. Describe the difference between independent and dependent events	8.1–Counting Methods, pp. 216–219
b. Determine the number of outcomes Assessment limit: Use no more than 5 dependent events with no more than 10 outcomes in the first event	8.1–Counting Methods, pp. 216–219 8.2–Making Predictions, pp. 220–223
B. Theoretical Probability	
1. Determine the probability of an event comprised of no more than 2 independent events	Unit 8–Probability, Statistics, and Data Analysis
a. Express the probability of an event as a fraction, a decimal, or a percent Assessment limit: Use a sample space of 36 to 60 outcomes	8.2–Making Predictions, pp. 220–223
2. Determine the probability of a second event that is dependent on a first event of equally likely outcome	<i>Math Elevations</i> , Levels F and G–Unit 8 Students investigate probability and do probability experiments in each of these levels. Teachers can use these

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	lessons to discuss and apply the mathematical strategies needed to make the determination of probability.
a. Express the probability as a fraction, a decimal, or a percent Assessment limit: Use a sample space of no more than 60 outcomes	<i>Expressing probability as a fraction, decimal and percent is investigated when working with probability (with replacement) as in Unit 8, Lesson 2 in Level H.</i> 8.2–Making Predictions, pp. 220–223
C. Experimental Probability	
1. Analyze the results of a survey or simulation	Unit 8–Probability, Statistics, and Data Analysis
a. Make predictions and express the probability of the results as a fraction, a decimal with no more than 2 decimal places, or a percent Assessment limit: Use 20 to 500 results	8.2–Making Predictions, pp. 220–223
2. Conduct a probability experiment	8.1–Counting Methods, pp. 216–219 8.2–Making Predictions, pp. 220–223 8.3–Mean, Median, and Mode, pp. 224–226
3. Compare outcomes of theoretical probability with the results of experimental probability	8.2–Making Predictions, pp. 220–223
4. Describe the difference between theoretical and experimental probability	8.2–Making Predictions, pp. 220–223
6.0 Knowledge of Number Relationships and Computation/Arithmetic Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil or technology.	
A. Knowledge of Number and Place Value	
1. Apply knowledge of rational numbers and place value	Unit 1–Number Sense/Integers Unit 2–Number Theory/Fractions and Exponents Unit 3–Algebra
a. Read, write, and represent rational numbers Assessment limit: Use exponential notation or scientific notation from (–10,000 to 1,000,000,000)	2.6–Rules of Exponents, pp. 62–64 2.7–Negative and Zero Exponents, pp. 65–67 2.8–Scientific Notation, pp. 68–70
b. Compare, order, and describe rational numbers with and without relational symbols (<, >, =) Assessment limit: Use no more than 4 integers(–100 to	1.1–Integers and Absolute Value, pp. 18–20

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100) or positive rational numbers (0–100) using equivalent forms or absolute value	
c. Express whole numbers and decimals in scientific notation	2.8–Scientific Notation, pp. 68–70
C. Number Computation	
1. Analyze number relations and compute	Unit 1–Number Sense/Integers Unit 2–Number Theory/Fractions and Exponents Unit 3–Algebra
a. Add, subtract, multiply, and divide integers Assessment limit: Use one operation (–1000 to 1000)	1.3–Adding Integers Using Absolute Value, pp. 24–27 1.4–Subtracting Integers, pp. 28–30 1.5–Multiplying Integers, pp. 31–33 1.6–Dividing Integers, pp. 34–36
b. Calculate powers of integers and square roots of perfect square whole numbers Assessment limit: Use powers with bases no more than 12 and exponents no more than 3, or square roots of perfect squares no more than 144	1.7–Exponents, pp. 37–39 1.8–Square Roots, pp. 40–42
c. Identify and use the laws of exponents to simplify expressions Assessment limit: Use the rules of power times power or power divided by power with the same integer as a base (–20 to 20) and exponents (0–10)	2.6–Rules of Exponents, pp. 62–64
d. Use properties of addition and multiplication to simplify expressions Assessment limit: Use the commutative property of addition or multiplication, associative property of addition or multiplication, additive inverse property, the distributive property, or the identity property for one or zero with integers (–100 to 100)	3.1–Commutative, Associative, and Distributive Properties, pp. 74–77
2. Estimation	Unit 1–Number Sense/Integers
a. Estimate the square roots of whole numbers Assessment limit: Use whole numbers (0–100)	1.8–Square Roots, pp. 40–42
3.0 Analyze ratios, proportions, and percents	Unit 4–Ratio, Proportion, and Percent

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a. Determine unit rates Assessment limit: Use positive rational numbers (0–100)	4.1–Ratios and Rates, pp. 104–107
b. Determine or use percents, rates of increase and decrease, discount, commission, sales tax, and simple interest in the context of a problem Assessment limit: Use positive rational numbers (0–10,000)	4.1–Ratios and Rates, pp. 104–107 4.5–Solving a Percent Problems Using a Proportion, pp. 117–119 4.6–Using Proportions to Solve Other Percent Problems, pp. 120–123 4.7–Percent of Change, pp. 124–126 4.8–Percent Applications, pp. 127–129
c. Solve problems using proportional reasoning Assessment limit: Use positive rational numbers (0–1000)	4.2–Writing and Solving Proportions, pp. 108–110 4.5–Solving a Percent Problems Using a Proportion, pp. 117–119
7.0 Processes of Mathematics Students demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings.	
A. Problem Solving	
1. Apply a variety of concepts, processes, and skills to solve problems	Unit 3–Algebra Unit 4–Ratio, Proportion, and Percent Unit 5–Advanced Algebra and Functions Unit 8–Probability, Statistics, and Data Analysis
a. Identify the question in the problem	3.4–Solving Equations Using Addition or Subtraction, pp. 84–86 3.5–Solving Equations Using Multiplication or Division, pp. 87–89
b. Decide if enough information is present to solve the problem	4.8–Percent Applications, pp. 127–129
c. Make a plan to solve a problem	3.4–Solving Equations Using Addition or Subtraction, pp. 84–86 3.5–Solving Equations Using Multiplication or Division, pp. 87–89

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	4.6–Using Proportions to Solve Other Percent Problems, pp. 120–123 4.7–Percent of Change, pp. 124–126 4.8–Percent Applications, pp. 127–129
d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	4.3–Scale Drawing and Models, pp. 111–113 5.7–Interpreting Linear Functions, pp. 151–153
e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation	5.7–Interpreting Linear Functions, pp. 151–153
f. Identify alternative ways to solve a problem	8.1–Counting Methods, pp. 216–219 8.2–Making Predictions, pp. 220–223
g. Show that a problem might have multiple solutions or no solution	1.1–Integers and Absolute Value, pp. 18–20 3.6–Solving Inequalities by Using Addition and Subtraction, pp. 90–93 3.7–Solving Inequalities Using Multiplication and Division, pp. 94–97
h. Extend the solution of a problem to a new problem situation	5.7–Interpreting Linear Functions, pp. 151–153 8.2–Making Predictions, pp. 220–223
B. Reasoning	
1. Justify ideas or solutions with mathematical concepts or proofs	Unit 3–Algebra Unit 6–Geometry Unit 8–Probability, Statistics, and Data Analysis
a. Use inductive or deductive reasoning	6.5–Congruent Triangles, pp. 174–176
b. Make or test generalizations	8.2–Making Predictions, pp. 220–223
c. Support or refute mathematical statements or solutions	3.1–Commutative, Associative, and Distributive Properties, pp. 74–77 3.2–Order of Operations, pp. 78–80 3.3–Substituting Values for Variables in Formulas, pp. 81–83
d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction	6.5–Congruent Triangles, pp. 174–176 <i>Formal two-column, direct or indirect proofs are not used in Unit 6, Lesson 5. The introduction to congruent triangle correspondences is</i>

Math Assessment Standards	<i>Math Elevations Level H (Grade 8) Teacher's Guide Examples/Lessons</i>
	<i>found here.</i>
C. Communication	
1. Present mathematical ideas using words, symbols, visual displays, or technology	All Units
a. Use multiple representations to express concepts or solutions	<i>The C–R–A System of Math Elevations (Concrete–Representational–Abstract) allows the instructor to guide students through different representational methods in order to solidify understanding for each unit and lesson in this program. Example:</i> 1.1 – Integers and Absolute Value, pp. 18–20 (see Representation in TE)
b. Express mathematical ideas orally	<i>The Main Discovery Activity for each lesson encourages a format of working together and sharing discoveries and ideas. Prompts are provided in order to maximize discussions by the group, team, or even an individual student. Example:</i> 1.4–Subtracting Integers, pp. 28–30 (See Challenge in TE)
c. Explain mathematically ideas in written form	<i>All Wrap Up Activities (Representation–C–R–A) ask students to visually represent concepts on paper to transform the skill from the concrete to the abstract and to explain their mathematical reasoning. The TE provides a list of Vocabulary Words for each lesson. Example:</i> 1.6–Dividing Integers, pp. 34–36 (see Abstract in TE)
d. Express solutions using concrete materials	<i>In the Concrete stage (C–R–A) of every lesson, the students model the math concept and solutions by using manipulatives. The TE provides a list of materials needed for each lesson. Example:</i> 3.1–Commutative, Associative, and Distributive Properties, pp. 74–77 (See Concrete in TE)
e. Express solutions using pictorial, tabular, graphical, or algebraic methods	<i>The student book addresses all learning styles by allowing students to use tables, pictures, graphs or algebraic methods in order to arrive at and express their solutions. Example:</i> 5.6–Graphing Linear Functions, pp. 147–150
f. Explain solutions in written form	<i>All Wrap Up Activities (Representation–C–R–A) ask students to not only visually represent but also to explain the concepts on paper. This allows students to transform the skill from the concrete to the abstract and to explain their mathematical reasoning. The TE provides a list of Vocabulary Words for each lesson. Example:</i> 3.8–Pythagorean Theorem, pp. 98–101 (see Representational)

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g. Ask questions about mathematical ideas or problems	<i>The Main Discovery Activity for each lesson encourages a format of working together and orally sharing discoveries and ideas. Prompts are provided in order to maximize discussions by the group. Example:</i> 4.6–Using Proportions to Solve Other Percent Problems, pp. 120–123
h. Give or use feedback to revise mathematical thinking	<i>In the Abstract stage, (C–R–A), students bridge the understanding of the skill to symbolic form and are given the opportunity to revise mathematical thinking. Daily Assessments are provided/available for feedback. Example:</i> 2.5–Multiplying and Dividing Fractions and Mixed Numbers, pp. 58–61 (see Challenge problem)
D. Connections	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life	All Units
a. Identify mathematical concepts in relationship to other mathematical concepts	<i>The algebra strand is carried out throughout this program by incorporating problem solving skills needed for other mathematical concepts. Example:</i> 5.7–Interpreting Linear Functions, pp. 151–153
b. Identify mathematical concepts in relationship to other disciplines	<i>The word problems in most lessons, indicate the importance of mathematical concepts in relationship to other disciplines such as science, economics, architecture, etc. Example:</i> 4.7–Percent of Change, pp. 124–126
c. Identify mathematical concepts in relationship to life	<i>The word problems in most lessons, indicate the importance of mathematical concepts in relationship to other disciplines such as science, economics, architecture, etc. Example:</i> 4.3–Scale Drawings and Models, pp. 111–113 (see assessment question)
d. Use the relationship among mathematical concepts to learn other mathematical concepts	<i>Numerous examples in this program use the relationship among mathematical concepts to learn other mathematical concepts. Example:</i> 4.6–Using Proportions to Solve Other Percent Problems, pp. 120–123