A Correlation of

enVision® Mathematics

South Carolina, ©2021
Grade 8

To the

South Carolina
College- and Career-Ready Standards
for Mathematics
Grade 8

SAVVAS

South Carolina College- and Career-Ready Standards for Mathematics Grade 8	enVision Mathematics South Carolina, ©2021 Grade 8
1. Make sense of problems and persevere in solving them.	enVision Mathematics provides students with opportunities to make sense of problems and persevere in solving them throughout the series in Practice and Problem Solving exercises for each lesson. Students relate problems to prior lessons and prior knowledge as indicated in the TE by suggesting connections to previously learned content and strategies and previously encountered problems and examples. The SE portrays different strategies for solving the same problem, and the TE presents opportunities for teachers to ask students about alternative approaches. Mathematical Modeling lessons ask students to evaluate their solution models and suggest changes, if necessary. Problem-based learning, including strategy choices, is the focus of Solve and Discuss It! activities and includes all phases of the problem-solving process.
a. Relate a problem to prior knowledge.	**SE/TE:** 5, 63A, 83, 113A, 157, 209, 255, 295, 375, 415
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	**SE/TE:** 7, 25, 45, 67, 97, 141, 195, 223, 257, 303
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	**SE/TE:** 45, 63-64, 85, 103, 113-114, 129, 183, 231, 243-244, 359
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	**SE/TE:** 19, 39, 57, 91, 135, 171, 189, 217, 237, 271

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2. Reason both contextually and abstractly.	enVision Mathematics provides students with opportunities to practice and apply reasoning in both real-world contexts and also pure mathematical problems through Fluency activities as well as problems featured in Solve and Discuss It, Explore It, Do You Understand, and Practice and Problem Solving. The TE provides guiding questions to help teachers direct students to Use and Connect Mathematical Representations.
a. Make sense of quantities and their relationships in mathematical and real-world situations.	**SE/TE:** 89-90, 101-102, 121-122, 133-134, 145-145, 163-164, 175-176, 215-216, 235-236, 261-262
b. Describe a given situation using multiple mathematical representations.	**SE/TE:** 20, 32, 46, 58, 86, 98, 118, 130, 142, 166
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.	**SE/TE:** 26, 40, 52, 68, 92, 104, 124, 136, 160, 172
d. Connect the meaning of mathematical operations to the context of a given situation.	**SE/TE:** 27, 32, 40, 68-69, 72, 86, 92, 98, 142, 185

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3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.	enVision Mathematics develops higher order thinking skills in students through thoughtfully constructed multi-level problems as openers, examples, and problems accompanying each lesson. Additionally, problems which explicitly or implicitly require students to construct an argument and/or evaluate the reasoning of others are interspersed throughout the textbook. Features like Explain It, Explore It, Solve and Discuss It, and Convince Me require students to make conjectures and explain their reasoning.
a. Construct and justify a solution to a problem.	**SE/TE:** 19, 39, 57, 67, 91, 117, 159, 165, 189, 237
b. Compare and discuss the validity of various reasoning strategies.	**SE/TE:** 13, 31, 51, 85, 117, 165, 211, 231, 263, 309
c. Make conjectures and explore their validity.	**SE/TE:** 301, 304, 307, 310, 313, 319-320, 327, 329, 382, 388
d. Reflect on and provide thoughtful responses to the reasoning of others.	**SE/TE:** 19, 39, 57, 91, 135, 171, 189, 217, 237, 271
4. Connect mathematical ideas and real-world situations through modeling.	enVision Mathematics encourages students to devise and employ mathematical models throughout the course. Every topic includes a 3-Act Mathematical Modeling lesson that requires students to reflect on a problem, construct a model, and propose and refine a solution. Each topic opens with a STEM project that requires students to construct a model employing Science, Technology, Engineering, and Mathematics to solve a problem.
a. Identify relevant quantities and develop a model to describe their relationships.	**SE/TE:** 44, 63-64, 90, 113-114, 179-180, 243-244, 283-284, 321-322, 377-378, 443-444

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b. Interpret mathematical models in the context of the situation.	**SE/TE:** 85, 94-95, 104, 133, 211, 214, 215, 231-232, 234-236, 264
c. Make assumptions and estimates to simplify complicated situations.	**SE/TE:** 14, 63-64, 82, 113-114, 179-180, 243-244, 283-284, 321-322, 377-378, 443-444
d. Evaluate the reasonableness of a model and refine if necessary.	**SE/TE:** 4, 65-66, 115-116, 156, 181-182, 245-246, 285-286, 323-324, 379-380, 445-446
5. Use a variety of mathematical tools effectively and strategically.	Students use a variety of tools in conjunction with enVision Mathematics, including pan balances for solving equations and determining whether expressions are equivalent; measuring instruments (e.g., thermometer, ruler, protractor); drawings (e.g., area models and number lines); and technology in the form of computers or calculators and software relevant to math (including statistics).
a. Select and use appropriate tools when solving a mathematical problem.	**SE/TE:** 7, 59, 168, 297-298, 306, 311, 339, 345, 417, 437
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.	**SE/TE:** 9, 58, 64, 114, 180, 244, 284, 322, 378, 444
6. Communicate mathematically and approach mathematical situations with precision.	enVision Mathematics models precision in computational accuracy and technical vocabulary and encourages students to communicate precisely and to represent quantities with appropriate precision and labels.
a. Express numerical answers with the degree of precision appropriate for the context of a situation.	**SE/TE:** 21, 51, 57-58, 227-228, 240-242, 250, 384-386, 393, 399-400, 404

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b. Represent numbers in an appropriate form according to the context of the situation.	**SE/TE:** 8, 10, 12, 17, 23, 42, 44, 52, 54-55, 59
c. Use appropriate and precise mathematical language.	**SE/TE:** 6, 10, 50, 67, 116, 144, 271, 316-317, 324, 342
d. Use appropriate units, scales, and labels.	**SE/TE:** 25, 29, 36, 182, 297, 418, 423, 425, 432, 440
7. Identify and utilize structure and patterns.	Within the TE margin and the SE text, enVision Mathematics highlights activities and problems that demonstrate the use of structure to solve problems efficiently and effectively and the identification of patterns to recognize and utilize relationships to develop solution strategies. Structure is also related to repetitive algorithms for computational fluency and the application of measurement formulas for area, surface area, and volume.
a. Recognize complex mathematical objects as being composed of more than one simple object.	**SE/TE:** 25, 31, 57, 85, 90, 97, 277, 333, 414, 418
b. Recognize mathematical repetition in order to make generalizations.	**SE/TE:** 13, 39, 70, 132, 138, 192, 195, 217, 231, 257
c. Look for structures to interpret meaning and develop solution strategies.	**SE/TE:** 39, 45, 66, 97, 123, 135, 171, 211, 325, 333

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The Number System	
8.NS.1 Explore the real number system and its appropriate usage in real-world situations.	**SE/TE:** 7-12, 13-18, 73-78
a. Recognize the differences between rational and irrational numbers.	**SE/TE:** 13-18, 73-78
b. Understand that all real numbers have a decimal expansion.	**SE/TE:** 7-12, 73-78
c. Model the hierarchy of the real number system, including natural, whole, integer, rational, and irrational numbers.	**SE/TE:** 13-18, 73-78
8.NS.2 Estimate and compare the value of irrational numbers by plotting them on a number line.	**SE/TE:** 19-24, 73-78
8.NS.3 Extend prior knowledge to translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Include the conversion of repeating decimal numbers to fractions.	**SE/TE:** 7-12, 73-78
Functions	
8.F.1 Explore the concept of functions.	**SE/TE:** 159-164, 165-170, 201-204
a. Understand that a function assigns to each input exactly one output.	**SE/TE:** 159-164, 201-204
b. Relate inputs (x-values or domain) and outputs (y-values or range) to independent and dependent variables.	**SE/TE:** 159-164, 201-204
c. Translate among the multiple representations of a function, including mappings, tables, graphs, equations, and verbal descriptions.	**SE/TE:** 159-164, 165-170, 201-204

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d. Determine if a relation is a function using multiple representations, including mappings, tables, graphs, equations, and verbal descriptions.	**SE/TE:** 159-164, 165-170, 201-204
e. Graph a function from a table of values. Understand that the graph and table both represent a set of ordered pairs of that function.	**SE/TE:** 165-170, 201-204
8.F.2 Compare multiple representations of two functions, including mappings, tables, graphs, equations, and verbal descriptions, in order to draw conclusions.	**SE/TE:** 171-176, 183-188, 201-204
8.F.3 Investigate the differences between linear and nonlinear functions using multiple representations (i.e., tables, graphs, equations, and verbal descriptions).	**SE/TE:** 171-176, 201-204, 217-222, 247-250
a. Define an equation in slope-intercept form ($y=mx+b$) as being a linear function.	**SE/TE:** 171-176, 201-204
b. Recognize that the graph of a linear function has a constant rate of change.	**SE/TE:** 171-176, 201-204, 247-250
c. Provide examples of nonlinear functions.	**SE/TE:** 171-176, 201-204, 217-222, 247-250
8.F.4 Apply the concepts of linear functions to real-world and mathematical situations.	**SE/TE:** 183-188, 201-204, 217-222, 223-228, 247-250, **South Carolina Lesson** 1
a. Understand that the slope is the constant rate of change and the y-intercept is the point where x = 0.	**SE/TE:** 183-188, 201-204, 223-228, 247-250

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b. Determine the slope and the y-intercept of a linear function given multiple representations, including two points, tables, graphs, equations, and verbal descriptions.	**SE/TE:** 183-188, 201-204, 223-228, 247-250
c. Construct a function in slope-intercept form that models a linear relationship between two quantities.	**SE/TE:** 183-188, 201-204, 223-228, 247-250
d. Interpret the meaning of the slope and the y-intercept of a linear function in the context of the situation.	**SE/TE:** 183-188, 201-204, 217-222, 223-228, 247-250
e. Explore the relationship between linear functions and arithmetic sequences.	**SE/TE: South Carolina Lesson** 1
8.F.5 Apply the concepts of linear and nonlinear functions to graphs in real-world and mathematical situations.	**SE/TE:** 189-194, 195-200, 201-204
a. Analyze and describe attributes of graphs of functions (e.g., constant, increasing/decreasing, linear/nonlinear, maximum/minimum, discrete/continuous).	**SE/TE:** 189-194, 195-200, 201-204
b. Sketch the graph of a function from a verbal description.	**SE/TE:** 195-200, 201-204
c. Write a verbal description from the graph of a function with and without scales.	**SE/TE:** 189-194, 195-200, 201-204

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Expressions, Equations, and Inequalities	
8.EEI.1 Understand and apply the laws of exponents (i.e., product rule, quotient rule, power to a power, product to a power, quotient to a power, zero power property, negative exponents) to simplify numerical expressions that include integer exponents.	**SE/TE:** 39-44, 45-50, 73-78
8.EEI.2 Investigate concepts of square and cube roots.	**SE/TE:** 25-30, 31-36, 73-78
a. Find the exact and approximate solutions to equations of the form $x^2=p$ and $x^3=p$ where p is a positive rational number.	**SE/TE:** 31-36, 73-78
b. Evaluate square roots of perfect squares.	**SE/TE:** 25-30, 31-36, 73-78
c. Evaluate cube roots of perfect cubes.	**SE/TE:** 25-30, 31-36, 73-78
d. Recognize that square roots of non-perfect squares are irrational.	**SE/TE:** 31-36, 73-78
8.EEI.3 Explore the relationship between quantities in decimal and scientific notation.	SE/TE: 51-56, 73-78
a. Express very large and very small quantities in scientific notation in the form $a\times10^b=p$ where $1\leq a<10$ and b is an integer.	**SE/TE:** 51-56, 73-78
b. Translate between decimal notation and scientific notation.	**SE/TE:** 51-56, 73-78

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c. Estimate and compare the relative size of two quantities in scientific notation.	**SE/TE:** 51-56, 73-78
8.EEI.4 Apply the concepts of decimal and scientific notation to solve real-world and mathematical problems.	**SE/TE:** 57-62, 67-72, 73-78
a. Multiply and divide numbers expressed in both decimal and scientific notation.	**SE/TE:** 67-72, 73-78
b. Select appropriate units of measure when representing answers in scientific notation.	**SE/TE:** 67-72, 73-78
c. Translate how different technological devices display numbers in scientific notation.	**SE/TE:** 57-62, 73-78
8.EEI.5 Apply concepts of proportional relationships to real-world and mathematical situations.	**SE/TE:** 117-122, 123-128, 129-134, 147-152
a. Graph proportional relationships.	**SE/TE:** 123-128, 129-134, 147-152
b. Interpret unit rate as the slope of the graph.	**SE/TE:** 117-122, 147-152
c. Compare two different proportional relationships given multiple representations, including tables, graphs, equations, diagrams, and verbal descriptions.	**SE/TE:** 117-122, 147-152
8.EEI.6 Apply concepts of slope and y-intercept to graphs, equations, and proportional relationships.	**SE/TE:** 123-128, 129-134, 135-140, 141-146, 147-152

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a. Explain why the slope, m, is the same between any two distinct points on a non-vertical line using similar triangles.	**SE/TE:** 123-128, 129-134, 147-152
b. Derive the slope-intercept form ($y=mx+b$) for a non-vertical line.	**SE/TE:** 141-146, 147-152
c. Relate equations for proportional relationships ($y=kx$) with the slope-intercept form ($y=mx+b$) where $b=0$.	**SE/TE:** 135-140, 147-152
8.EEI.7 Extend concepts of linear equations and inequalities in one variable to more complex multi-step equations and inequalities in real-world and mathematical situations.	**SE/TE:** 85-90, 91-96, 97-102, 103-110, 147-152
a. Solve linear equations and inequalities with rational number coefficients that include the use of the distributive property, combining like terms, and variables on both sides.	**SE/TE:** 85-90, 91-96, 97-102, 147-152
b. Recognize the three types of solutions to linear equations: one solution ($x=a$), infinitely many solutions ($a=a$), or no solutions ($a=b$).	**SE/TE:** 103-110, 147-152
c. Generate linear equations with the three types of solutions.	**SE/TE:** 103-110, 147-152
d. Justify why linear equations have a specific type of solution.	**SE/TE:** 103-110, 147-152
8.EEI.8 Investigate and solve real-world and mathematical problems involving systems of linear equations in two variables with integer coefficients and solutions.	**SE/TE:** 257-262, 263-268, 271-276, 277-282, 287-290

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a. Graph systems of linear equations and estimate their point of intersection.	**SE/TE:** 263-268, 287-290
b. Understand and verify that a solution to a system of linear equations is represented on a graph as the point of intersection of the two lines.	**SE/TE:** 263-268, 287-290
c. Solve systems of linear equations algebraically, including methods of substitution and elimination, or through inspection.	**SE/TE:** 257-262, 271-276, 277-282, 287-290
d. Understand that systems of linear equations can have one solution, no solution, or infinitely many solutions.	**SE/TE:** 263-268, 271-276, 277-282, 287-290
Geometry and Measurement	
8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, technology).	**SE/TE:** 297-302, 303-308, 309-314, 315-320, 365-370
a. Verify that lines are mapped to lines, including parallel lines.	**SE/TE:** 297-302, 303-308, 309-314, 315-320, 365-370
b. Verify that corresponding angles are congruent.	**SE/TE:** 297-302, 303-308, 309-314, 315-320, 365-370
c. Verify that corresponding line segments are congruent.	**SE/TE:** 297-302, 303-308, 309-314, 315-320, 365-370
8.GM.2 Apply the properties of rigid transformations (rotations, reflections, translations).	**SE/TE:** 325-330, 365-370

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a. Rotate geometric figures 90, 180, and 270 degrees, both clockwise and counterclockwise, about the origin.	**SE/TE:** 325-330, 365-370
b. Reflect geometric figures with respect to the x-axis and/or y-axis.	**SE/TE:** 325-330, 365-370
c. Translate geometric figures vertically and/or horizontally.	**SE/TE:** 325-330, 365-370
d. Recognize that two-dimensional figures are only congruent if a series of rigid transformations can be performed to map the pre-image to the image.	**SE/TE:** 325-330, 365-370
e. Given two congruent figures, describe the series of rigid transformations that justifies this congruence.	**SE/TE:** 325-330, 365-370
8.GM.3 Investigate the properties of transformations (rotations, reflections, translations, dilations) using a variety of tools (e.g., grid paper, reflective devices, graphing paper, dynamic software).	**SE/TE:** 297-302, 303-308, 309-314, 315-320, 325-330, 333-338, 339-344, 365-370
a. Use coordinate geometry to describe the effect of transformations on two-dimensional figures.	**SE/TE:** 297-302, 303-308, 309-314, 315-320, 325-330, 333-338, 339-344, 365-370
b. Relate scale drawings to dilations of geometric figures.	**SE/TE:** 333-338, 365-370
8.GM.4 Apply the properties of transformations (rotations, reflections, translations, dilations).	**SE/TE:** 333-338, 339-344, 365-370, **South Carolina Lesson** 3

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a. Dilate geometric figures using scale factors that are positive rational numbers.	**SE/TE:** 333-338, 339-344, 365-370
b. Recognize that two-dimensional figures are only similar if a series of transformations can be performed to map the pre-image to the image.	**SE/TE:** 339-344, 365-370
c. Given two similar figures, describe the series of transformations that justifies this similarity.	**SE/TE:** 339-344, 365-370
d. Use proportional reasoning to find the missing side lengths of two similar figures.	**SE/TE: South Carolina Lesson** 3
8.GM.5 Extend and apply previous knowledge of angles to properties of triangles, similar figures, and parallel lines cut by a transversal.	**SE/TE:** 345-352, 359-364, 365-370
a. Discover that the sum of the three angles in a triangle is 180 degrees.	**SE/TE:** 353-358, 365-370
b. Discover and use the relationship between interior and exterior angles of a triangle.	**SE/TE:** 353-358, 365-370
c. Identify congruent and supplementary pairs of angles when two parallel lines are cut by a transversal.	**SE/TE:** 345-352, 365-370
d. Recognize that two similar figures have congruent corresponding angles.	**SE/TE:** 359-364, 365-370
8.GM.6 Use models to demonstrate a proof of the Pythagorean Theorem and its converse.	**SE/TE:** 381-386, 387-392, 407-410

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8.GM.7 Apply the Pythagorean Theorem to model and solve real-world and mathematical problems in two and three dimensions involving right triangles.	**SE/TE:** 381-386, 387-392, 395-400, 407-410
8.GM.8 Find the distance between any two points in the coordinate plane using the Pythagorean Theorem.	**SE/TE:** 401-406, 407-410
8.GM.9 Solve real-world and mathematical problems involving volumes of cones, cylinders, and spheres and the surface area of cylinders.	**SE/TE:** 417-422, 423-428, 431-436, 437-442, 447-450
Data Analysis, Statistics, and Probability	
8.DSP.1 Investigate bivariate data.	**SE/TE:** 211-216, 247-250
a. Collect bivariate data.	**SE/TE:** 211-216, 247-250
b. Graph the bivariate data on a scatter plot.	**SE/TE:** 211-216, 247-250
c. Describe patterns observed on a scatter plot, including clustering, outliers, and association (positive, negative, no correlation, linear, nonlinear).	**SE/TE:** 211-216, 247-250
8.DSP.2 Draw an approximate line of best fit on a scatter plot that appears to have a linear association and informally assess the fit of the line to the data points.	**SE/TE:** 217-222, 247-250
8.DSP.3 Apply concepts of an approximate line of best fit in real-world situations.	**SE/TE:** 223-228, 247-250
a. Find an approximate equation for the line of best fit using two appropriate data points.	**SE/TE:** 223-228, 247-250

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b. Interpret the slope and intercept.	**SE/TE:** 223-228, 247-250
c. Solve problems using the equation.	**SE/TE:** 223-228, 247-250
8.DSP.4 Investigate bivariate categorical data in two-way tables.	**SE/TE:** 231-236, 237-242, 247-250
a. Organize bivariate categorical data in a two-way table.	**SE/TE:** 231-236, 237-242, 247-250
b. Interpret data in two-way tables using relative frequencies.	**SE/TE:** 237-242, 247-250
c. Explore patterns of possible association between the two categorical variables.	**SE/TE:** 231-236, 237-242, 247-250
8.DSP.5 Organize data in matrices with rational numbers and apply to real-world and mathematical situations.	**SE/TE: South Carolina Lesson** 2
a. Understand that a matrix is a way to organize data.	**SE/TE: South Carolina Lesson** 2
b. Recognize that a $m \times n$ matrix has m rows and n columns.	**SE/TE: South Carolina Lesson** 2
c. Add and subtract matrices of the same size.	**SE/TE: South Carolina Lesson** 2
d. Multiply a matrix by a scalar.	**SE/TE: South Carolina Lesson** 2