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enVision® Mathematics

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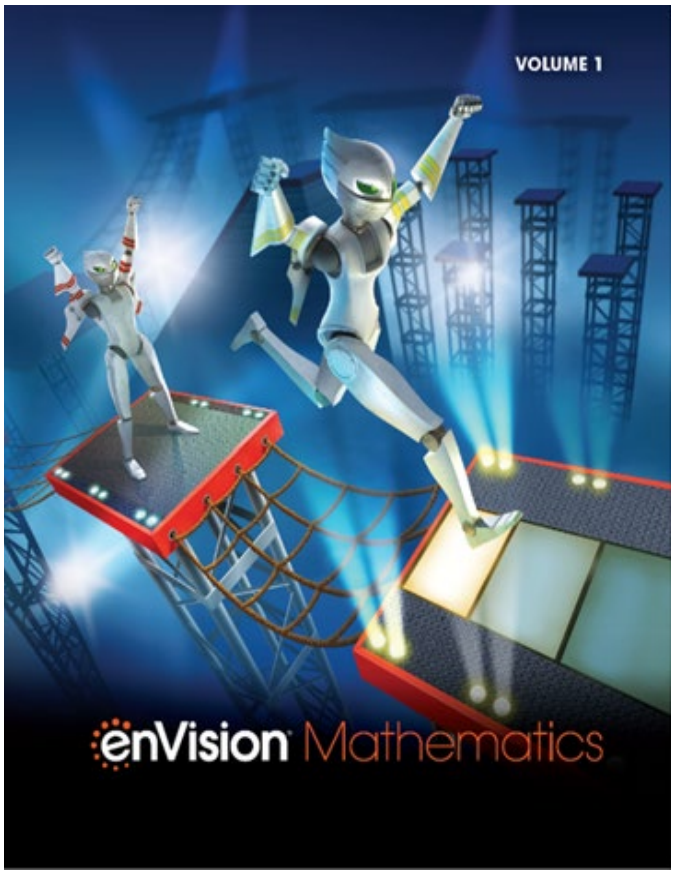

to the

Louisiana Student Standards for Mathematics 2016 Grade 8

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

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to the Louisiana Student Standards for Mathematics 2016

Introduction

The new enVision® Mathematics ©2021 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING
A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning
STEP 2 Visual Learning
STEP 3 Assess and Differentiate

ASSESSMENT
The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment
Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know
FORMATIVE Assessment
SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check
SUMMATIVE Assessment
Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT
Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods
Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at SavvasRealize.com.

Kids See the Math. Teachers See Results.

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The Number System 8.NS	
A. Know that there are numbers that are not rational, and approximate them by rational numbers	
1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually. Convert a decimal expansion that repeats eventually into a rational number by analyzing repeating patterns.	1-1 Rational Numbers as Decimals: 9-14 1-2 Understand Irrational Numbers: 15-20 Topic 1 Review: 76
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5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	6-8 Angles, Lines, and Transversals: 357-364 6-9 Interior and Exterior Angles of Triangles: 365-370 6-10 Angle-Angle Triangle Similarity: 371-376 Topic 6 Review: 381-382

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3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	4-2 Analyze Linear Associations: 225-230 4-3 Use Linear Models to Make Predictions: 231-236 Topic 4 Review: 257

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4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	4-4 Interpret Two-Way Frequency Tables: 239-244 4-5 Interpret Two-Way Relative Frequency Tables: 245-250 Topic 4 Review: 258
Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them.	enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages online. In the textbook, each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a problem situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. The following references are a representative sample. 1-3 Compare and Order Real Numbers: 21 Topic 1 3-Act Mathematical Modeling: Hard-Working Organs: 67 2-1 Combine Like Terms to Solve Equations: 92-93 Topic 2 3-Act Mathematical Modeling: Powering Down: 119 2-5 Compare Proportional Relationships: 126 Topic 3 3-Act Mathematical Modeling: Every Drop Counts: 187 3-4 Construct Functions to Model Linear Relationships: 192 Topic 6 3-Act Mathematical Modeling: Tricks of the Trade: 336 Topic 7 3-Act Mathematical Modeling: Go with the Flow: 393 Topic 8 3-Act Mathematical Modeling: Measure Up: 462

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2. Reason abstractly and quantitatively.	enVision Mathematics provides scaffolded instruction to help students develop both quantitative and also abstract reasoning. In Visual Learning examples, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the meaning or effect of an operation, for example, rather than merely the solution. The following references are a representative sample. 1-1 Rational Numbers as Decimals: 9-10 1-2 Understand Irrational Numbers: 16 1-3 Compare and Order Real Numbers: 24 1-4 Evaluate Square Roots and Cube Roots: 27-28 1-7 More Properties of Exponents: 50 2-1 Combine Like Terms to Solve Equations: 89 2-4 Equations with No Solutions and Infinitely Many Solutions: 112-113 2-6 Connect Proportional Relationships and Slope: 127 2-9 Analyze Linear Equations: y = mx + b: 145 Topic 5 3-Act Mathematical Modeling: Ups and Downs: 296 Topic 7 3-Act Mathematical Modeling: Go with the Flow: 394

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3. Construct viable arguments and critique the reasoning of others.	Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program explicitly call for students to justify their strategies and solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others. The following references are a representative sample. 1-2 Understand Irrational Numbers: 18-19 1-4 Evaluate Square Roots and Cube Roots: 30 1-5 Solve Equations Using Square Roots and Cube Roots: 38 1-6 Use Properties of Integer Exponents: 44 1-8 Use Powers of 10 to Estimate Quantities: 56 1-9 Understand Scientific Notation: 62 Topic 1 3-Act Mathematical Modeling: Hard-Working Organs: 65 1-10 Operations with Numbers in Scientific Notation: 73 3-2 Connect Representations of Functions: 175 Topic 7 3-Act Mathematical Modeling: Go with the Flow: 394

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4. Model with mathematics.	Students using enVision Mathematics explicitly use mathematical modeling in each Topic during the 3-Act Math lesson. The Visual Learning examples in each lesson similarly present real-world situations and demonstrate how these problems can be modeled mathematically. Additional evidence of modeling with math appears in the Practice and Problem Solving section of each lesson. The following references are a representative sample. Topic 2 3-Act Mathematical Modeling: Powering Down: 117-120 2-5 Compare Proportional Relationships: 125 Topic 3 STEM Project: 160 3-1 Understand Relations and Functions: 168 3-3 Compare Linear and Nonlinear Functions: 178 3-6 Sketch Functions from Verbal Descriptions: 206 Topic 4 3-Act Mathematical Modeling: Reach Out: 251-254 Topic 5 3-Act Mathematical Modeling: Ups and Downs: 293-296 Topic 6 3-Act Mathematical Modeling: Tricks of the Trade: 333-336 Topic 7 3-Act Mathematical Modeling: Go with the Flow: 391-394

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5. Use appropriate tools strategically.	Students become fluent in the use of a wide assortment of math tools ranging from physical objects, including manipulatives, integer chips, algebra tiles, and even pencil and paper; measuring tools, such as rulers and protractors; visual tools, including number lines and area models; and digital tools, such as graphing calculators, Online Math Tools, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation. 1-9 Understand Scientific Notation: 61 Topic 1 3-Act Mathematical Modeling: Hard-working Organs: 66 Topic 2 3-Act Mathematical Modeling: Powering Down: 118 3-2 Connect Representations of Functions: 174 Topic 3 3-Act Mathematical Modeling: Every Drop Counts: 186 Topic 4 3-Act Mathematical Modeling: Reach Out: 252 Topic 5 3-Act Mathematical Modeling: Ups and Downs: 294 6-1 Analyze Translations: 309 Topic 6 3-Act Mathematical Modeling: Tricks of the Trade: 334 Topic 7 3-Act Mathematical Modeling: Go with the Flow: 392

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6. Attend to precision.	Students are expected to use mathematical terms and symbols with precision. Key terms are highlighted in each lesson, and important concepts are presented in the Concept Summary. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. Exercises in the Practice and Problem Solving sets require students to Be Precise as they appropriately use technical math vocabulary to describe a process or strategy. 1-1 Rational Numbers as Decimals: 12 1-5 Solve Equations Using Square Roots and Cube Roots: 36 1-7 More Properties of Exponents: 52 1-8 Use Powers of 10 to Estimate Quantities: 56 1-10 Operations with Numbers in Scientific Notation: 69 Topic 2 Prepare for Reading Success: 86 Topic 2 3-Act Mathematical Modeling: Powering Down: 120 2-6 Connect Proportional Relationships and Slope: 129 Topic 3 3-Act Mathematical Modeling: Every Drop Counts: 188 Topic 6 3-Act Mathematical Modeling: Tricks of the Trade: 336

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7. Look for and make use of structure.	Students are encouraged to look for structure as they develop and implement solution strategies. This focus on recognizing and applying structure enables students to formalize their understanding of relationships among numbers, operations, and patterns. They continually build on this understanding and extend and apply it to algebraic and geometric constructs. 1-1 Rational Numbers as Decimals: 11-12 1-3 Compare and Order Real Numbers: 23 1-5 Solve Equations Using Square Roots and Cube Roots: 33-34 1-6 Use Properties of Integer Exponents: 41-42 1-7 More Properties of Exponents: 47 1-8 Use Powers of 10 to Estimate Quantities: 54 1-9 Understand Scientific Notation: 59 Topic 1 3-Act Mathematical Modeling: Hard-Working Organs: 68 1-10 Operations with Numbers in Scientific Notation: 72 2-1 Combine Like Terms to Solve Equations: 90
8. Look for and express regularity in repeated reasoning.	Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution strategy developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. 1-4 Evaluate Square Roots and Cube Roots: 30 Topic 1 3-Act Mathematical Modeling: Hard-Working Organs: 68 2-4 Equations with No Solutions and Infinitely Many Solutions: 112 2-5 Compare Proportional Relationships: 124 2-8 Understand the y-Intercept of a Line: 142 3-1 Understand Relations and Functions: 168 3-2 Connect Representations of Functions: 172 3-4 Construct Functions to Model Linear Relationships: 189 Topic 5 3-Act Mathematical Modeling: Ups and Downs: 296 Topic 8 3-Act Mathematical Modeling: Measure Up: 462