**Publisher/Developer:** Agile Mind Educational Holdings, Inc

**Program Title:**  California Mathematics 8

**Components**: Topic# Lesson# (T# L#);
Lesson activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)
***Note:*** *LA pages are supported by Deliver instruction for educators and by SAS Qs when appropriate*

Approved by the State Board of Education January 18, 2024

Page 1 of

# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-0)Standards Map TemplateGrade Eight

## Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer’s program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers/developers should show how these relate to the Framework’s Big Ideas.
3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

| **Major conceptual ideas in the program** | **How do the program’s major conceptual ideas map to the framework’s Big Ideas?** | **How are standards covered under the major conceptual ideas?** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| Transformations | Our course begins with a unit on transformations and similarity, which students will use to verify that the slope between any two points on a line is always the same. This study maps directly to the big idea of Transformational Geometry in the framework.  | The Transformations unit covers all the transformation standards in the Grade 8 course: 8.G.1,2,3,4,5. |  |  |  |
| Working with real numbers and exponents | After students study transformations, they move to an exploration of real numbers and exponents. The work they do with exponents and irrational numbers sets the stage for them to use the Pythagorean Theorem and its converse to solve problems. The work students do with real numbers, exponents, and scientific notation ties to the Big Idea of Big and Small Numbers and Shape Number and Expression. The work students do with proving and using the Pythagorean Theorem and its converse ties to the Big Idea of Pythagorean Explorations. | In this unit, students first start with a study of real numbers, covering 8.NS.1,2 and 8.EE.2 and then move to a topic on exponents and scientific notation, covering 8.EE.1,3,4. Students conclude this unit with an exploration of the Pythagorean Theorem, covering 8.G.6,7,8. |  |  |  |
| Introduction to linear and nonlinear functions | A large portion of the work students do in Grade 8 is around a study of functions. In this unit, students informally and formally explore rate of change in different situations, including giving qualitative descriptions of graphs, and are then introduced to functional relationships. Students then connect a constant rate of change to a linear function, tying to the Big Idea of Linear Equations. After students have a firm grasp of linear functions, they use linear functions to model data and explore relationships that are not linear. This work ties to the big ideas of Interpret Scatterplots, Linear Equations, Data Explorations, Data Graphs and Tables, Multiple Representations of Functions, and Slopes and Intercepts.  | As students are beginning their informal and formal study of rate of change at the beginning of this unit, the standards 8.F.4,5 are covered. When students move to the topics where general functional relationships are defined and then linear functions in general, they cover 8.F.1,3,4 and 8.EE.5,6. The data standards, 8.SP.1,2,3,4 are covered as students apply linear functions to represent and interpret data. Finally, as students explore relationships that aren’t linear, standards, 8.F.3 and 8.F.5, are addressed.  |  |  |  |
| Solving linear equations and systems of equations | After students have a firm grasp on functional relationships, they explore solving equations. This allows students to see the direct connection between functional relationships and equation solving. When students are solving an equation, they are finding an input value that gives a unique output value of that function. They then extend their equation solving skills to solve systems of equations. This work ties to the Big Ideas of Linear Equations and Multiple Representations of Functions.  | Students start this unit by solving linear equations in one variable, addressing standards 8.EE.7a and 8.EE.7b and then solve systems of linear equations, addressing standards 8.EE.8a, 8.EE.8b, and 8.EE.8c. |  |  |  |
| Geometry | To conclude the course, students engage in a study of geometry concepts, starting with the relationship among angles in a triangle and those created by parallel lines cut by a transversal, tying to the Big Idea of Transformational Geometry. After this students explore the volume of 3D shapes, and connect the volumes of cylinders, cones, and spheres, tying to the Big Idea of Cylindrical Investigations and Shape, Number, and Expressions. | As students study angle relationships, standards 8.G.5 is addressed. Standard 8.G.9 is addressed when students explore the volume of 3D shapes.  |  |  |  |

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*’s Big Ideas throughout the grade levels, see [chapter 6](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter6.docx&wdOrigin=BROWSELINK) (TK–grade two and grades 3–5) and [chapter 7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter7.docx&wdOrigin=BROWSELINK) (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include boththe content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

## Standards for Mathematical Practice

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| MP.1 | Make sense of problems and persevere in solving them.  | [T8, CR2](https://trainreview3.agilemind.com/LMS/content/work/03m8_10z_Slope/resources/03m810_Slope_CR2-student.pdf)[T9 L6, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson6_activities/lesson6_activities/page2.html)[T12 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html)[T12 MARS Task: Number Towers](https://trainreview3.agilemind.com/LMS/content/work/03_15z_SolvingSystems/resources/0315_SolvingSystems_MARS_towers-student.pdf) |  |  |  |
| MP.2 | Reason abstractly and quantitatively. | [T4 L6, LA p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson6_activities/lesson6_activities/page8.html)[T7 CR2](https://trainreview3.agilemind.com/LMS/content/work/03m8_05z_LinearPatterns/resources/03m805_LinearPatterns_CR2-student.pdf)[T13 CR1](https://trainreview3.agilemind.com/LMS/content/work/03m8_16z_SolvingSystemsMethods/resources/03m816_SolvingSystemsMethods_CR1-student.pdf) |  |  |  |
| MP.3 | Construct viable arguments and critique the reasoning of others. | [T4 L4, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson4_activities/lesson4_activities/page3.html)[T5 L4, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_08z_GraphsInterpret/RES_deliver_instruction_4/deliver_instruction_4/deliver_instruction_4.html) [T5 MARS Task: Graphs](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/0308_GraphsInterpret_MARS_Graphs-student.pdf)[T12 L6, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.html)[T12 MARS Task: Pathways](https://trainreview3.agilemind.com/LMS/content/work/03_15z_SolvingSystems/resources/0315_SolvingSystems_MARS_Pathways-student.pdf) |  |  |  |
| MP.4 | Model with mathematics. | [T9 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson2_activities/lesson2_activities/page2.html)[T9 L6, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson6_activities/lesson6_activities/page2.html)[T13 CR1](https://trainreview3.agilemind.com/LMS/content/work/03m8_16z_SolvingSystemsMethods/resources/03m816_SolvingSystemsMethods_CR1-student.pdf) |  |  |  |
| MP.5 | Use appropriate tools strategically. | [T1 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson2_activities/lesson2_activities/page4.html)[T7 CR2](https://trainreview3.agilemind.com/LMS/content/work/03m8_05z_LinearPatterns/resources/03m805_LinearPatterns_CR2-student.pdf)[T9 L6, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson6_activities/lesson6_activities/page2.html) |  |  |  |
| MP.6 | Attend to precision. | [T1 L6, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.html) [T1 L6, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_activities/lesson6_activities/page2.html)[T5, CR1](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/0308_GraphsInterpret_CR1-student.pdf) |  |  |  |
| MP.7 | Look for and make use of structure. | [T2 L2, LA p5-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson2_activities/lesson2_activities/page5.html)[T4 L2, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson2_activities/lesson2_activities/page6.html)[T13 L6, LA p3-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_16z_SolvingSystemsMethods/RES_lesson6_activities/lesson6_activities/page3.html) |  |  |  |
| MP.8 | Look for and express regularity in repeated reasoning. | [T2 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html) (see p2-3)[T2 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson2_activities/lesson2_activities/page2.html)[T3 L4, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson4_activities/lesson4_activities/page2.html), [p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson4_activities/lesson4_activities/page11.html) |  |  |  |

## Grade-level Content Standards

### Domain: The Number System

#### Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.NS.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, and convert a decimal expansion which repeats eventually into a rational number. | [T2 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson1_activities/lesson1_activities/page2.html),  see animation panels 4-5[T2 L1, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson1_activities/lesson1_activities/page3.html), [5-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson1_activities/lesson1_activities/page5.html)[T2 L1, SAS Q10-12](https://trainreview3.agilemind.com/LMS/content/work/08_12z_RealNumbers/resources/0812_RealNumbers_B1_SAS-student.pdf)[T2 L2, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson2_activities/lesson2_activities/page2.html)[T2 L2, SAS Q12](https://trainreview3.agilemind.com/LMS/content/work/08_12z_RealNumbers/resources/0812_RealNumbers_B2_SAS-student.pdf)[T2 L12, Assessment p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson12_assessment/lesson12_assessment/page10.html) |  |  |  |
| 8.NS.2 | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions. | [T2 L5, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson5_activities/lesson5_activities/page2.html)[T2 L5, Practice p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson5_practice/lesson5_practice/page8.html)[T2 L6, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson6_activities/lesson6_activities/page2.html)[T2 L6, SAS Q7-8](https://trainreview3.agilemind.com/LMS/content/work/08_12z_RealNumbers/resources/0812_RealNumbers_B6_SAS-student.pdf)[T2 L7, SAS Q1](https://trainreview3.agilemind.com/LMS/content/work/08_12z_RealNumbers/resources/0812_RealNumbers_B7_SAS-student.pdf) |  |  |  |

### Domain: Expressions and Equations

#### Cluster: Work with radicals and integer exponents.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.EE.1 | Know and apply the properties of integer exponents to generate equivalent numerical expressions. | [T3 L2, LA p2-3,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson2_activities/lesson2_activities/page2.html) [p5-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson2_activities/lesson2_activities/page5.html)[T3 L3, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson3_activities/lesson3_activities/page2.html)[T3 L3, SAS Q10,12](https://trainreview3.agilemind.com/LMS/content/work/03m8_02z_Exponents/resources/03m802_Exponents_B3_SAS-student.pdf)[T3 L4, LA p2-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson4_activities/lesson4_activities/page2.html)[T3 L4, SAS Q12-20](https://trainreview3.agilemind.com/LMS/content/work/03m8_02z_Exponents/resources/03m802_Exponents_B4_SAS-student.pdf)[T3 L8, Assessment p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson8_assessment/lesson8_assessment/page2.html) |  |  |  |
| 8.EE.2 | Use square root and cube root symbols to represent solutions to equations of the form x squared equals p and x cubed equals p where *p* is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. | [T2 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson4_activities/lesson4_activities/page2.html), [p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson4_activities/lesson4_activities/page5.html)[T2 L4, SAS Q8](https://trainreview3.agilemind.com/LMS/content/work/08_12z_RealNumbers/resources/0812_RealNumbers_B4_SAS-student.pdf)[T2 L9, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson9_activities/lesson9_activities/page3.html)[T2 L10, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson10_activities/lesson10_activities/page2.html)[T2 L10, SAS Q5](https://trainreview3.agilemind.com/LMS/content/work/08_12z_RealNumbers/resources/0812_RealNumbers_B10_SAS-student.pdf) |  |  |  |
| 8.EE.3 | Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. | [T3 L5, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson5_activities/lesson5_activities/page3.html), [p6-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson5_activities/lesson5_activities/page6.html)[T3 L7, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson7_activities/lesson7_activities/page6.html)[T3 L7, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson7_practice/lesson7_practice/page2.html)[T3 L8, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson8_assessment/lesson8_assessment/page8.html) |  |  |  |
| 8.EE.4 | Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology. | [T3 L7, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson7_activities/lesson7_activities/page3.html), [p5-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson7_activities/lesson7_activities/page5.html)[T3 L7, Practice p1-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson7_practice/lesson7_practice/page1.html)[T3 CR1](https://trainreview3.agilemind.com/LMS/content/work/03m8_02z_Exponents/resources/03m8_02_Exponents_CR1-student.pdf) |  |  |  |

#### Cluster: Understand the connections between proportional relationships, lines, and linear equations.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.EE.5 | Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. | [T8 L4, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson4_activities/lesson4_activities/page3.html) (click last check button)[T8 L4, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson4_activities/lesson4_activities/page6.html) (See animation panels 1-2)[T8 L4, SAS Q15-16](https://trainreview3.agilemind.com/LMS/content/work/03m8_10z_Slope/resources/03m810_Slope_B4_SAS-student.pdf)[T8 L5, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson5_activities/lesson5_activities/page3.html)[T8 CR4](https://trainreview3.agilemind.com/LMS/content/work/03m8_10z_Slope/resources/03m810_Slope_CR4-student.pdf) |  |  |  |
| 8.EE.6 | Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b. | [T8 L8, LA p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson8_activities/lesson8_activities/page9.html)[T8 L8, LA p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson8_activities/lesson8_activities/page11.html)[T8 L9, Practice p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson9_practice/lesson9_practice/page6.html) |  |  |  |

#### Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.EE.7a | Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers). | [T11 L4, SAS Q7-9](https://trainreview3.agilemind.com/LMS/content/work/03_13z_LinearEquations/resources/0313_LinearEquations_B4_SAS-student.pdf)[T11 L6, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson6_activities/lesson6_activities/page2.html)[T11 L7, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson7_activities/lesson7_activities/page2.html)[T11 L7, SAS Q1-2](https://trainreview3.agilemind.com/LMS/content/work/03_13z_LinearEquations/resources/0313_LinearEquations_B7_SAS-student.pdf)[T11 L7, Practice p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson7_practice/lesson7_practice/page1.html)[T11 L9, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson9_assessment/lesson9_assessment/page4.html)[T11, CR3](https://trainreview3.agilemind.com/LMS/content/work/03_13z_LinearEquations/resources/0313_LinearEquations_CR3-student.pdf) |  |  |  |
| 8.EE.7b | Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | [T11 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson4_activities/lesson4_activities/page2.html), [5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson4_activities/lesson4_activities/page5.html)[T11 L4, SAS Q9](https://trainreview3.agilemind.com/LMS/content/work/03_13z_LinearEquations/resources/0313_LinearEquations_B4_SAS-student.pdf)[T11 L6, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson6_activities/lesson6_activities/page2.html), [6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson6_activities/lesson6_activities/page6.html)[T11 L6, SAS Q5-9](https://trainreview3.agilemind.com/LMS/content/work/03_13z_LinearEquations/resources/0313_LinearEquations_B6_SAS-student.pdf)[T11 L9, Assessment, p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson9_assessment/lesson9_assessment/page3.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson9_assessment/lesson9_assessment/page5.html),[8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson9_assessment/lesson9_assessment/page8.html) |  |  |  |
| 8.EE.8a | Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. | [T12 L4, LA p3-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_lesson4_activities/lesson4_activities/page3.html)[T12 L8, Assessment p7-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_lesson8_assessment/lesson8_assessment/page7.html) |  |  |  |
| 8.EE.8b | Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. | [T12 L1, LA, p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_lesson1_activities/lesson1_activities/page5.html) (see panels 1-3)[T12 L4, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_lesson4_activities/lesson4_activities/page3.html)[T12, CR1 parts b,d,e](https://trainreview3.agilemind.com/LMS/content/work/03_15z_SolvingSystems/resources/0315_SolvingSystems_CR1-student.pdf)[T13 L2, SAS Q6-7](https://trainreview3.agilemind.com/LMS/content/work/03m8_16z_SolvingSystemsMethods/resources/03m816_SolvingSystemsMethods_B2_SAS-student.pdf)[T13 L3, SAS Q4-5,7](https://trainreview3.agilemind.com/LMS/content/work/03m8_16z_SolvingSystemsMethods/resources/03m816_SolvingSystemsMethods_B3_SAS-student.pdf)[T13 L1, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_16z_SolvingSystemsMethods/RES_lesson1_activities/lesson1_activities/page3.html)[T13 L1, LA p8-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_16z_SolvingSystemsMethods/RES_lesson1_activities/lesson1_activities/page8.html)[T13 L2, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_16z_SolvingSystemsMethods/RES_lesson2_activities/lesson2_activities/page3.html)[T13 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_16z_SolvingSystemsMethods/RES_lesson3_activities/lesson3_activities/page2.html), [5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_16z_SolvingSystemsMethods/RES_lesson3_activities/lesson3_activities/page5.html) |  |  |  |
| 8.EE.8c | Analyze and solve pairs of simultaneous linear equations. Solve real-world and mathematical problems leading to two linear equations in two variables. | [T12 L2, LA p3,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_lesson2_activities/lesson2_activities/page3.html) [8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_lesson2_activities/lesson2_activities/page8.html)[T12 L3, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_lesson3_activities/lesson3_activities/page3.html)[T12, CR1](https://trainreview3.agilemind.com/LMS/content/work/03_15z_SolvingSystems/resources/0315_SolvingSystems_CR1-student.pdf),[2](https://trainreview3.agilemind.com/LMS/content/work/03_15z_SolvingSystems/resources/0315_SolvingSystems_CR2-student.pdf)[T13 L4, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_16z_SolvingSystemsMethods/RES_lesson4_activities/lesson4_activities/page2.html)[T13, CR1](https://trainreview3.agilemind.com/LMS/content/work/03m8_16z_SolvingSystemsMethods/resources/03m816_SolvingSystemsMethods_CR1-student.pdf) |  |  |  |

### Domain: Functions

#### Cluster: Define, evaluate, and compare functions.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.F.1 | Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[[2]](#footnote-1) | [T7 L1, LA, p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_05z_LinearPatterns/RES_lesson1_activities/lesson1_activities/page5.html)[T7 L6, LA, p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_05z_LinearPatterns/RES_lesson6_activities/lesson6_activities/page2.html)[T7 L10, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_05z_LinearPatterns/RES_lesson10_assessment/lesson10_assessment/page8.html), [10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_05z_LinearPatterns/RES_lesson10_assessment/lesson10_assessment/page10.html)[T7, CR1](https://trainreview3.agilemind.com/LMS/content/work/03m8_05z_LinearPatterns/resources/03m805_LinearPatterns_CR1-student.pdf)[T11 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson1_activities/lesson1_activities/page2.html) (see panel 4 |  |  |  |
| 8.F.2 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | [T8 L5, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson5_activities/lesson5_activities/page3.html), [p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson5_activities/lesson5_activities/page8.html)[T8 MARS Task: Vacations](https://trainreview3.agilemind.com/LMS/content/work/03m8_10z_Slope/resources/03m810_Slope_MARS-student.pdf) |  |  |  |
| 8.F.3  | Interpret the equation *y* = *mx* + *b* as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. | [T8 L2, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson2_activities/lesson2_activities/page3.html)[T10 L3, LA p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_18_09z_NonLinearModels/RES_lesson3_activities/lesson3_activities/page5.html)[T10 L4, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_18_09z_NonLinearModels/RES_lesson4_activities/lesson4_activities/page2.html)[T10 L4, SAS Q6](https://trainreview3.agilemind.com/LMS/content/work/18_09z_NonLinearModels/resources/1809_NonLinearModels_B4_SAS-student.pdf)[T10 L6, SAS Q7](https://trainreview3.agilemind.com/LMS/content/work/18_09z_NonLinearModels/resources/1809_NonLinearModels_B6_SAS-student.pdf)[T10 L7, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_18_09z_NonLinearModels/RES_lesson7_assessment/lesson7_assessment/page1.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_18_09z_NonLinearModels/RES_lesson7_assessment/lesson7_assessment/page9.html) |  |  |  |

#### Cluster: Use functions to model relationships between quantities.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.F.4 | Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x*, *y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. | [T6 L5, LA p3-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_24z_RateMotion/RES_lesson5_activities/lesson5_activities/page3.html)[T6 L7, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_24z_RateMotion/RES_lesson7_assessment/lesson7_assessment/page8_5in.html)[T7 L3, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_05z_LinearPatterns/RES_lesson3_activities/lesson3_activities/page2.html)[T8 L1, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson1_activities/lesson1_activities/page8.html)[T8 L2, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson2_activities/lesson2_activities/page2.html), [5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson2_activities/lesson2_activities/page5.html)[T8 L3 Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson3_practice/lesson3_practice/page3.html), [7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson3_practice/lesson3_practice/page7.html)[T8 L8, LA p6-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson8_activities/lesson8_activities/page6.html)[T8 L8, SAS Q10-16](https://trainreview3.agilemind.com/LMS/content/work/03m8_10z_Slope/resources/03m810_Slope_B8_SAS-student.pdf)[T8 L10,Assessment p10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson10_assessment/lesson10_assessment/page10.html),[12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_10z_Slope/RES_lesson10_assessment/lesson10_assessment/page12.html)[T8, CR4](https://trainreview3.agilemind.com/LMS/content/work/03m8_10z_Slope/resources/03m810_Slope_CR4-student.pdf) |  |  |  |
| 8.F.5 | Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | [T5 L1, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_08z_GraphsInterpret/RES_lesson1_activities/lesson1_activities/page2.html)[T5 L2, LA p2-15](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_08z_GraphsInterpret/RES_lesson2_activities/lesson2_activities/page2.html)[T5 L3, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_08z_GraphsInterpret/RES_lesson3_activities/lesson3_activities/page3.html)[T5 L3, SAS Q6,8-11](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/0308_GraphsInterpret_B3_SAS-student.pdf)[T5 L7, Assessment p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_08z_GraphsInterpret/RES_lesson7_assessment/lesson7_assessment/page2.html)[T5 CR1](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/0308_GraphsInterpret_CR1-student.pdf) |  |  |  |

### Domain: Geometry

#### Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.G.1a | Verify experimentally the properties of rotations, reflections, and translations: Lines are taken to lines, and line segments to line segments of the same length. | [T1 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson3_activities/lesson3_activities/page3.html), [p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson3_activities/lesson3_activities/page7.html)[T1 L3, SAS Q13](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_B3_SAS-student.pdf)[T1 L4, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson4_activities/lesson4_activities/page4.html)[T1 L4, SAS Q5](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_B4_SAS-student.pdf)[T1 L6, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_activities/lesson6_activities/page2.html) (see panel 4 of the animation)[T1 L7, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson7_activities/lesson7_activities/page3.html)[T1 L11, Assessment p14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson11_assessment/lesson11_assessment/page14.html) |  |  |  |
| 8.G.1b | Verify experimentally the properties of rotations, reflections, and translations: Angles are taken to angles of the same measure. | [T1 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson3_activities/lesson3_activities/page3.html), [p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson3_activities/lesson3_activities/page8.html)[T1 L3, SAS Q13](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_B3_SAS-student.pdf)[T1 L4, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson4_activities/lesson4_activities/page4.html)[T1 L6, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_activities/lesson6_activities/page2.html) (see panel 4 of the animation)[T1 L7, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson7_activities/lesson7_activities/page3.html)[T1 L7, SAS Q6](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_B7_SAS-student.pdf)[T1 L11, Assessment p14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson11_assessment/lesson11_assessment/page14.html) |  |  |  |
| 8.G.1c | Verify experimentally the properties of rotations, reflections, and translations: Parallel lines are taken to parallel lines. | [T1 L3, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson3_activities/lesson3_activities/page7.html)[T1 L3, SAS Q13](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_B3_SAS-student.pdf)[T1 L4, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson4_activities/lesson4_activities/page4.html)[T1 L4, SAS Q7](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_B4_SAS-student.pdf)[T1 L7, LA p2,3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson7_activities/lesson7_activities/page2.html)[T1 L11, Assessment p14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson11_assessment/lesson11_assessment/page14.html)[T1 CR1](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_CR1-student.pdf) |  |  |  |
| 8.G.2 | Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. | [T1 L6, Practice p11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_practice/lesson6_practice/page11.html),[13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_practice/lesson6_practice/page13.html)[T1 L7, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson7_activities/lesson7_activities/page4.html)[T1 L7, SAS Q7](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_B7_SAS-student.pdf)[T1 L11, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson11_assessment/lesson11_assessment/page8.html) |  |  |  |
| 8.G.3 | Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. | [T1 L2, LA p5-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson2_activities/lesson2_activities/page5.html)[T1 L4, LA p3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson4_activities/lesson4_activities/page3.html)[T1 L4, SAS Q8](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_B4_SAS-student.pdf)[T1 L6, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_activities/lesson6_activities/page3.html)[T1 L6, Practice p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_practice/lesson6_practice/page4.html),[10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_practice/lesson6_practice/page10.html),[14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson6_practice/lesson6_practice/page14.html)[T1 L9, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson9_activities/lesson9_activities/page2.html)[T1 L9, Practice p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson9_practice/lesson9_practice/page6.html),[8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson9_practice/lesson9_practice/page8.html)[T1 L11, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson11_assessment/lesson11_assessment/page4.html) |  |  |  |
| 8.G.4 | Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. | [T1 L9, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson9_activities/lesson9_activities/page7.html)[T1 L11, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson11_assessment/lesson11_assessment/page1.html)[T1 CR2](https://trainreview3.agilemind.com/LMS/content/work/07m8_15z_TransformGeomIntro/resources/07m815_TransformGeomIntro_CR2-student.pdf) |  |  |  |
| 8.G.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.  | [T1 L9, LA p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson9_activities/lesson9_activities/page8.html)[T14 L2, LA p4-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_06z_LinesTranversalsAngles/RES_lesson2_activities/lesson2_activities/page4.html)[T14 L3, LA p3-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_06z_LinesTranversalsAngles/RES_lesson3_activities/lesson3_activities/page3.html)[T14 L4, LA p3-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_06z_LinesTranversalsAngles/RES_lesson4_activities/lesson4_activities/page3.html)[T14 CR1](https://trainreview3.agilemind.com/LMS/content/work/04m8_06z_LinesTranversalsAngles/resources/04m806_LinesTransversalsAngles_CR1-student.pdf) |  |  |  |

#### Cluster: Understand and apply the Pythagorean Theorem.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.G.6 | Explain a proof of the Pythagorean Theorem and its converse. | [T4 L2, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson2_activities/lesson2_activities/page7.html)[T4 L3, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson3_activities/lesson3_activities/page2.html)[T4 L4, LA p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson4_activities/lesson4_activities/page8.html) |  |  |  |
| 8.G.7 | Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. | [T4 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson2_activities/lesson2_activities/page4.html)[T4 L2, SAS Q8-11](https://trainreview3.agilemind.com/LMS/content/work/04m8_11z_PythagoreanTheorem/resources/04m811_PythagoreanTheorem_B2_SAS-student.pdf)[T4 L3, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson3_practice/lesson3_practice/page5.html)[T4 L9, Assessment p1-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson9_assessment/lesson9_assessment/page1.html) |  |  |  |
| 8.G.8 | Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | [T4 L6, LA p4-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson6_activities/lesson6_activities/page4.html)[T4 L6, SAS Q8](https://trainreview3.agilemind.com/LMS/content/work/04m8_11z_PythagoreanTheorem/resources/04m811_PythagoreanTheorem_B6_SAS-student.pdf)[T4 L8, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson8_activities/lesson8_activities/page2.html), [7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson8_activities/lesson8_activities/page7.html) |  |  |  |

#### Cluster: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.G.9 | Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. | [T15 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_15z_CylindersConesSpheres/RES_lesson4_activities/lesson4_activities/page2.html) (panels 2-6), [3-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_15z_CylindersConesSpheres/RES_lesson4_activities/lesson4_activities/page3.html)[T15 L6, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_15z_CylindersConesSpheres/RES_lesson6_activities/lesson6_activities/page2.html)[T15 L6, SAS Q9-14](https://trainreview3.agilemind.com/LMS/content/work/08_15z_CylindersConesSpheres/resources/0815_CylindersConesSpheres_B6_SAS-student.pdf)[T15 L9, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_15z_CylindersConesSpheres/RES_lesson9_assessment/lesson9_assessment/page4.html),[6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_15z_CylindersConesSpheres/RES_lesson9_assessment/lesson9_assessment/page6.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_15z_CylindersConesSpheres/RES_lesson9_assessment/lesson9_assessment/page9.html) |  |  |  |

### Domain: Statistics and Probability

#### Cluster: Investigate patterns of association in bivariate data.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 8.SP.1 | Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. | [T9 L2, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson2_activities/lesson2_activities/page2.html)[T9 L3, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson3_activities/lesson3_activities/page6.html) (see check buttons under each graph)[T9 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson4_activities/lesson4_activities/page2.html)[T9 L5, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson5_activities/lesson5_activities/page2.html) (see panels 1-2 on page 3)[T9 L13, Assessment p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson13_assessment/lesson13_assessment/page1.html), [9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson13_assessment/lesson13_assessment/page9.html)[T9 CR2, Q5b,c](https://trainreview3.agilemind.com/LMS/content/work/03m8_12z_LinearDataModels/resources/03m812_LinearDataModels_CR2-student.pdf)[T9 CR3, parts a-c](https://trainreview3.agilemind.com/LMS/content/work/03m8_12z_LinearDataModels/resources/03m812_LinearDataModels_CR3-student.pdf) |  |  |  |
| 8.SP.2 | Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. | [T9 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson2_activities/lesson2_activities/page4.html)[T9 L3, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson3_activities/lesson3_activities/page3.html) (see check button below graphs on page 4)[T9 L4, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson4_activities/lesson4_activities/page5.html) (see check button below graphs)[T9 L4, SAS Q10b-d](https://trainreview3.agilemind.com/LMS/content/work/03m8_12z_LinearDataModels/resources/03m812_LinearDataModels_B4_SAS-student.pdf)[T9 L13, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson13_assessment/lesson13_assessment/page5.html)[T9 CR1, part b](https://trainreview3.agilemind.com/LMS/content/work/03m8_12z_LinearDataModels/resources/03m812_LinearDataModels_CR1-student.pdf) |  |  |  |
| 8.SP.3 | Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. | [T9 L2, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson2_activities/lesson2_activities/page6.html) (see end caption of panel 3 in particular)[T9 L2, SAS Q11](https://trainreview3.agilemind.com/LMS/content/work/03m8_12z_LinearDataModels/resources/03m812_LinearDataModels_B2_SAS-student.pdf)[T9 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson3_activities/lesson3_activities/page3.html) (see all panels of animation)[T9 L4, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson4_activities/lesson4_activities/page4.html)[T9 L4, SAS Q10b-d](https://trainreview3.agilemind.com/LMS/content/work/03m8_12z_LinearDataModels/resources/03m812_LinearDataModels_B4_SAS-student.pdf)[T9 L13, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson13_assessment/lesson13_assessment/page8.html) |  |  |  |
| 8.SP.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.  | [T9 L9, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson9_activities/lesson9_activities/page4.html)[T9 L10, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson10_activities/lesson10_activities/page2.html)[T9 L10, SAS Q13-15](https://trainreview3.agilemind.com/LMS/content/work/03m8_12z_LinearDataModels/resources/03m812_LinearDataModels_B10_SAS-student.pdf)[T9 L13, Assessment p10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson13_assessment/lesson13_assessment/page10.html)[T9 CR4](https://trainreview3.agilemind.com/LMS/content/work/03m8_12z_LinearDataModels/resources/03m812_LinearDataModels_CR4-student.pdf) |  |  |  |

**Appendix:** (*Publisher/Developer, please enter any additional notes regarding the standards below.)*

California Department of Education, October 2024

1. The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023. [↑](#footnote-ref-0)
2. Function notation is not required in grade eight. [↑](#footnote-ref-1)