8th Grade

Addressing Unfinished Learning after COVID School Closures

Considerations for Addressing PRIORITY Grade-Level Content	
The clusters and standards listed in this table name the priority instructional content for grade 8. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	**Considerations**
8.EE.A.1	Integer exponents. Time spent on instruction and practice should NOT be reduced.
8.EE.A.2	*Eliminate* lessons and problems about cube roots.
8.EE.B	Understanding the connections between proportional relationships, lines, and linear equations. Time spent on instruction and practice should NOT be reduced.
8.EE.C.7	*Incorporate* students' work on rewriting expressions (7.EE.A) and solving algebraic equations (7.EE.B.4) to support students in analyzing and solving one-variable linear equations.
8.EE.C.8	*Emphasize* the correspondences among: (1) a solution to a pair of simultaneous two-variable equations, (2) a point of intersection of the corresponding lines, and (3) the real-world context for which the equations were created. *Limit* the amount of required student practice in solving systems algebraically.
8.F.A 8.F.B	Functions. Time spent on instruction and practice should NOT be reduced.
8.G.B	Applying the Pythagorean Theorem to solve real-world and mathematical problems (as detailed by standard 8.G.B.7). Time spent on instruction and practice should NOT be reduced. Eliminate lessons and problems dedicated to applying the Pythagorean Theorem to find the distance between two points in a coordinate system. Eliminate lessons and problems that require students to develop and/or explain a proof of the Pythagorean Theorem (8.G.B.6). Lessons should present a proof of the theorem to students. Eliminate lessons about the converse of the Pythagorean Theorem.

Considerations for Addressing REMAINING Grade-Level Content	
The clusters and standards listed in this table represent the remainder of grade 8 grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	**Considerations**
8.NS.A	*Integrate* irrational numbers with students' work on square roots (8.EE.A.2) and the Pythagorean Theorem (8.G.B.7).
8.EE.A.3* 8.EE.A.4*	*Eliminate* lessons and practice dedicated to calculating with scientific notation, but include examples of numbers expressed in scientific notation in lessons about integer exponents, as examples of how integer exponents are applicable outside of mathematics classes (8.EE.A.1).
8.G.A*	*Combine* lessons to address key concepts in congruence and *combine* lessons to address key concepts in similarity of two-dimensional figures in order to reduce the amount of time on this topic.
8.G.C	*Combine* lessons to address key concepts with volume, with an emphasis on cylinders, in order to reduce the amount of time on this topic.
8.SP.A	*Emphasize* using linear functions to model association in bivariate measurement data that suggest a linear association, using the functions to answer questions about the data (8.SP.A.3). *Combine* lessons for 8.SP.A.1, 2, and 4 to address key statistical concepts in order to reduce the amount of time on this topic. *Limit* the amount of required student practice.