Española Public Schools
714 Calle Don Diego
Española, New Mexico 87532

Phone: 505-753-2254
Fax: 505-747-3514
Website: www.k12espanola.org

8th Grade

Mathematics

Curriculum Guide

Developed: June 2016

Curriculum Team:

Emmanuel Espinoza, Team Leader

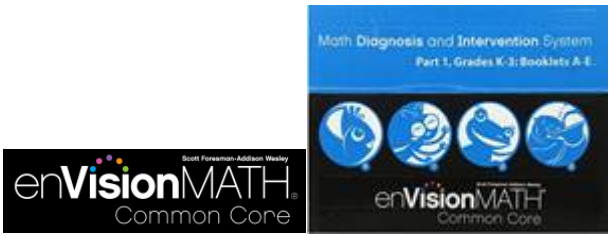
Curriculum Facilitation:

Vivian Valencia, Instructional Coach

MaryEllen Fresquez, Instructional Coach

Mathematics Resources

Adopted Curriculum

Grade Band	Resource	District Contact
7-8 *2013-2018*	**College Preparatory Math** **Website:** www.textbooks.cpm.org	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Julie Gutierrez, CFVMS Principal Robert Quiñonez, CFVMS Assistant Principal
Pre K *2013-2018*	**Creative Classroom** **Website:**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator
K -6 *2013-2018*	 **Website:** www.pearsonsuccessnet.com	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach
7-8 *2013-2018*	**College Preparatory Math (CPM)** **CPM teacher log in:** **http://textbooks.cpm.org/?238090954324249223** **CPM student log in:** **http://en8467.textbooks.cpm.org/?409553627727330301**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal

Mathematics Resources

Adopted Curriculum

9-12 *2013-2018*	**College Preparatory Math (CPM)** **CPM teacher log in:** **http://textbooks.cpm.org/?238090954324249223** **CPM student log in:** **http://en8467.textbooks.cpm.org/?409553627727330301**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Nancy Suazo, EVHS Department Chair

Mathematics Resources

Supplemental Curriculum Resources

Grade Band	Resource	District Contact:
Pre K *2016-2021*	***Insert Resource*** **Website:** Insert ***Insert Resource*** **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
K -6 *2016-2021*	***Insert Resource*** **Website:** Insert ***Insert Resource*** **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
7-8 *2016-2021*	***Insert Resource*** **Website:** Insert Edgenuity **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
9-12 *2015-2020*	***Insert Resource*** **Website:** Edgenuity **Website:** Insert	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Insert Name, EVHS Department Chair Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator

Mathematics Resources

Adopted Curriculum

Grade Band	Resource	District Contact:
Pre K *2016-2021*	***Insert Resource*** **Website:** Insert **PreK Observation & Portfolios**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator **Assessment Contact:** TBA, Assessment & RtI Facilitator
K-1	**Envisions:** **Topic Book Assessments** **Topic Mat Assessments** **Renaissance Learning:** **STAR EARLY LITERACY (Numeracy)** **https://hosted39.renlearn.com/258790/default.aspx**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator
2-12	**Envisions:** **Topic Book Assessments** **Topic Mat Assessments (2nd)** **Renaissance Learning:** **STARMath** **https://hosted39.renlearn.com/258790/default.aspx**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator
3-11	**PARCC** Partnership for Assessment of Readiness for College and Careers	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach

Mathematics Resources

Adopted Curriculum

		Assessment Contact: TBA, Assessment & RtI Facilitator
7-12	**End of Course Exams (EoC)** NMPED Public Education Department **College Prepatory Math (CPM)** CPM **CPM teacher log in:** **http://textbooks.cpm.org/?238090954324249223** **CPM student log in:** **http://en8467.textbooks.cpm.org/?409553627727330301**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RtI Facilitator

Mathematics Resources

Supplemental Curriculum Resources

Grade Band	Resource	District Contact:
7-8 *2015-2020*	Pearson's Connected Mathematics Project Textbook www.kutasoftware.com www.ixl.com www.teachertube.com Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 Assessment Common Core Coach 6-8 www.tenmarks.com www.thatquiz.com Pizzazz Pre-Algebra Workbook Engage NY https://www.engageny.org/common-core-curriculum Making Number Talks Matter Textbook www.khanacademy.com https://www.illustrativemathematics.org/ http://www.insidemathematics.org/ http://www.learningupgrade.com/algebraup/au_index.asp www.hoodamath.com www.coolmath.com https://learnzillion.com/resources/73932 Edgenuity **Website:** https://learn.education2020.com/	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent Emmanuel Espinoza, Math Lead Teacher Julie Gutierrez, Edgenuity Administrator Larry DeAguero, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RTI Facilitator

Mathematics Resources

Assessment Resources

Grade Band	Resource	District Contact:
7-8	**Core Assessments** College Preparatory Math (CPM)	Emmanuel Espinoza, Math Lead Teacher
6-12 **6-8**	**Supplemental Assessments** Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 Assessment Common Core Coach 6-8 Connected Mathematics Project (CMP) Assessments	Emmanuel Espinoza, Math Lead Teacher
2-12	**STAR Math**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RTI Facilitator
3-11	**PARCC**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RTI Facilitator
7-12	**End of Course Exams (EoC)**	**Office of Curriculum, Instruction & Assessment** Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach **Assessment Contact:** TBA, Assessment & RTI Facilitator

Mathematics Pacing Guide at a Glance

8th Grade

2016-2017

UNIT 1	Start: 8/15/2016	Teaching Days: 43	Remediation Days: 6	End: 10/14/2016

DOMAIN	COMMON CORE STATE STANDARDS	FOCUS	RESOURCES (Core & Supplemental)	ASSESSMENTS (Formative and Summative)	PARCC FRAMEWORK
The Number System **Expressions and Equations**	**Know that there are numbers that are not rational, and approximate them by rational numbers.** **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. **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 (e.g., π^2). For example, by truncating the decimal expansion of √2 (square root of 2), show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. **Work with radicals and integer exponents**. 8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 × 3^(–5) = 3^(–3) = 1/(3^3) = 1/27. **8.EE.2*** Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = 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.	A. What is an irrational number? (Classify a number based on its decimal expansion) B. Convert repeating decimal into a rational number. A. Estimate and find rational approximations for irrational numbers (between which two whole numbers?) B. Plot estimated value on a number diagram. A. Use and evaluate square roots. B. Use and evaluate cube roots.	**Core Adapted** College Preparatory Math (CPM) Chapter 2, 3 **Supplement** Connected Mathematics Textbook www.kutasoftware.com www.ixl.com www.teachertube.com Triumph Learning: Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 www.tenmarks.com www.thatquiz.com Pizzazz Pre-Algebra Engage NY Success to Ladders Making Number Talks Matter www.khanacademy.com https://www.illustrati	**FORMATIVE** College Preparatory Math (CPM) Chapter 2, 3 *MATH TASK* **SUMMATIVE** Triumph Learning Assessment Common Core Coach 6-8	**The Number System** **A.** Know that there are numbers that are not rational, and approximate them by rational numbers. **Expressions and Equations** A. Work with radicals and integer exponents. B. Understand the connections between proportional relationships, lines and linear equations

Key: Major Clusters; Supporting Clusters; Additional Clusters

* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

Mathematics Pacing Guide at a Glance

8th Grade

2016-2017

Expressions and Equations	**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. For example, estimate the population of the United States as 3 × 10^8 and the population of the world as 7 × 10^9, and determine that the world population is more than 20 times larger. **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 (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. **Analyze and solve linear equations and pairs of simultaneous linear equations.** **EE.7*** Solve linear equations in one variable. a*. 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). b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	A. Estimate quantities using scientific notation. B. Compare two numbers in scientific notation. A. Perform operations with numbers in scientific notation. B. scientific notation and choose appropriate units for measurement. A. Solve equations B. Transform equation to simpler form.	vemathematics.org/ http://www.insidemathematics.org/ http://www.learningupgrade.com/algebraup/au_index.asp www.hoodamath.com www.coolmath.com https://learnzillion.com/resources/73932		■ A. Analyze and solve linear equations and pairs of simultaneous linear equations.

Key: ■ Major Clusters; ● Supporting Clusters; ✹ Additional Clusters

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Mathematics Pacing Guide at a Glance

8th Grade

2016-2017

UNIT 2	Start: 10/17/2016	Teaching Days: 45	Remediation Days: 4	End: 3/17/2017

DOMAIN	COMMON CORE STATE STANDARDS	FOCUS	RESOURCES (Core & Supplemental)	ASSESSMENTS (Formative and Summative)	PARCC FRAMEWORK
Expressions and Equations	**Understand the connections between proportional relationships, lines, and linear equations.** **EE.5*** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. (For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.) **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. **Analyze and solve linear equations and pairs of simultaneous linear equations.** EE.8* Analyze and solve pairs of simultaneous linear equations. a. 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. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.	A. Graph proportional relationships recognizing slope. B. Compare two different proportions represented differently. A. Use similar triangles to explain same slope. B. Derive y=mx (0,0) C. Derive y=mx (0,b)	**Core Adapted** College Preparatory Math (CPM) Chapter 2, 3, 4, 5, 8 **Supplement** Connected Mathematics Textbook www.kutasoftware.com www.ixl.com www.teachertube.com Triumph Learning: Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 www.tenmarks.com www.thatquiz.com Pizzazz Pre-Algebra Engage NY Success to Ladders Making Number Talks Matter www.khanacademy.com https://www.illustrati	**FORMATIVE** College Preparatory Math (CPM) Chapter 2, 3, 4, 5, 8 MATH TASK **SUMMATIVE** Triumph Learning Assessment Common Core Coach 6-8	**Expressions and Equations** ■ A. Work with radicals and integer exponents. ■ B. Understand the connections between proportional relationships, lines and linear equations. ■ C. Analyze and solve linear equations and pairs of simultaneous linear equations.

Key: ■ Major Clusters; ● Supporting Clusters; ✹ Additional Clusters

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Mathematics Pacing Guide at a Glance

8th Grade

2016-2017

Exponents and Equations	c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.		vemathematics.org/ http://www.insidemathematics.org/ http://www.learningupgrade.com/algebraup/au_index.asp www.hoodamath.com www.coolmath.com https://learnzillion.com/resources/73932		
Functions	**Define, evaluate, and compare functions.** **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. (Function notation is not required in Grade 8.) **8.F.2** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. **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. For example, the function A = s^2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	A. Interpret slope/y-intercept. B. Analyze linear/non-linear functions.			**Functions** ■ A. Define, evaluate and compare functions. ■ B. Use functions to model relationships between quantities.
	Use functions to model relationships between quantities **8.F.4*** Construct a function to model a linear relationship between two quantities. Determine the rate	A. Construct a linear function.			

Key: ■ Major Clusters; ● Supporting Clusters; ✹ Additional Clusters

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	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.	B. Determine and interpret the slope and y-intercept.			

Mathematics Pacing Guide at a Glance

8th Grade

2016-2017

UNIT 3	Start: 1/9/2017	Teaching Days: 43	Remediation Days: 4	End: 3/17/2017

DOMAIN	COMMON CORE STATE STANDARDS	FOCUS	RESOURCES (Core & Supplemental)	ASSESSMENTS (Formative and Summative)	PARCC FRAMEWORK
Geometry	**Understand congruence and similarity using physical models, transparencies, or geometry software.** **8.G.1*** Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. **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. **8.G.3** Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates. **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. **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	A. Interior and exterior angle sums. B. Transversals C. Similarity	**Core Adapted** College Preparatory Math (CPM) Chapter 2, 3, 4, 5, 8 **Supplement** Connected Mathematics Textbook www.kutasoftware.com www.ixl.com www.teachertube.com Triumph Learning: Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 www.tenmarks.com www.thatquiz.com Pizzazz Pre-Algebra Engage NY Success to Ladders Making Number Talks Matter www.khanacademy.com https://www.illustrati	**FORMATIVE** College Preparatory Math (CPM) Chapter 2, 3, 4, 5, 8 *MATH TASK* **SUMMATIVE** Triumph Learning Assessment Common Core Coach 6-8	**Geometry** ■ A. Understand congruence and similarity using physical models, transparencies or geometry software. ✹ B. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Key: ■ Major Clusters; ● Supporting Clusters; ✹ Additional Clusters

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Geometry	triangles. (For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.) Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. **CC.8.G.9** Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	A. Cones/cylinders B. Spheres	vemathematics.org/ http://www.insidemathematics.org/ http://www.learningupgrade.com/algebraup/au_index.asp www.hoodamath.com www.coolmath.com https://learnzillion.com/resources/73932		

Mathematics Pacing Guide at a Glance

8th Grade

2016-2017

UNIT 4	Start: 3/20/2017	Teaching Days: 43	Remediation Days: 7	End: 5/19/2017

DOMAIN	COMMON CORE STATE STANDARDS	FOCUS	RESOURCES (Core & Supplemental)	ASSESSMENTS (Formative and Summative)	PARCC FRAMEWORK
Geometry **Functions** **Statistics and Probability**	**Understand and apply the Pythagorean Theorem.** **8.G.6** Explain a proof of the Pythagorean Theorem and its converse. **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. **8.G.8** Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. **Use functions to model relationships between quantities.** **8.F5** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. **Investigate patterns of association in bivariate data.** **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. **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	A. Two-dimensional B. Three-dimensional	**Core Adapted** College Preparatory Math (CPM) Chapter 2, 3, 4, 5, 8 **Supplement** Connected Mathematics Textbook www.kutasoftware.com www.ixl.com www.teachertube.com Triumph Learning: Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 www.tenmarks.com www.thatquiz.com Pizzazz Pre-Algebra Engage NY Success to Ladders Making Number Talks Matter www.khanacademy.com https://www.illustrati	**FORMATIVE** College Preparatory Math (CPM) Chapter 2, 3, 4, 5, 8 MATH TASK **SUMMATIVE** Triumph Learning Assessment Common Core Coach 6-8	**Geometry** ■ A. Understand and apply the Pythagorean Theorem. **Functions** ■ A. Use functions to model relationships between quantities. **Statistics and Probability** ● A. Investigate patterns of association in bivariate data.

Key: ■ Major Clusters; ● Supporting Clusters; ✹ Additional Clusters

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Statistics and Probability	fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. **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. (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.) **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. (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?)		vemathematics.org/ http://www.insidemathematics.org/ http://www.learningupgrade.com/algebraup/au_index.asp www.hoodamath.com www.coolmath.com https://learnzillion.com/resources/73932		

**Pacing guide reference: http://commoncore.bryantschools.org/index.php/grades-6-8/

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