المدرسة الأمريكية الدولية
American International School

MIDDLE SCHOOL

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

MATH SCOPE AND SEQUENCE
AY 26-27

STRAND	GRADE 6	GRADE 7 CORE	GRADE 7 PRE-ALGEBRA	GRADE 8
Ratios and Proportional Relationships	6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	7.RP.A.1 Compute unit rates are associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	7.RP.A.1 Compute unit rates are associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. ***Embedded in Unit 8 (2026-27)***	
	6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0 and use rate language in the context of a ratio relationship.	7.RP.A.2 Recognize and represent proportional relationships between quantities.	7.RP.A.2 Recognize and represent proportional relationships between quantities. ***Embedded in Unit 8 (2026-27)***	
	6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems. 6.RP.A.3.c Find a percent of a quantity as a rate per 100	7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems.	7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. ***Embedded in Unit 8 - percent not taught***	
The Number System	6.NS.A.1 Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions.	7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	8.NS.A.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. (supporting cluster)
	6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm. (additional cluster)	7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	8.NS.A.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. (supporting cluster)
	6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	

	6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values.		8.NS.A.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.	
	6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.		8.NS.A.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.	
	6.NS.C.7 Understand ordering and absolute value of rational numbers.			
	6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Including use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.			
Expressions and Equations	6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.	7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.
	6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.	7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	7.EE.A.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	8.EE.A.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 $\sqrt{2}$ is irrational.
	6.EE.A.3 Apply the properties of operations to generate equivalent expressions.		8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.	8.EE.A.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.

	6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.		8.EE.A.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.	8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.
			8.EE.A.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.	
			8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.	
	6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
	6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.	7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.	
	6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.		8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.C.7 Solve linear equations in one variable.

	6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.		8.EE.C.7 Solve linear equations in one variable.	8.EE.C.8 Analyze and solve pairs of simultaneous linear equations.
Statistics and Probability		7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population.	7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. (supporting cluster)	8.SP.A.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. (supporting cluster)
	6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.	7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. (supporting cluster)	8.SP.A.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. (supporting cluster)
	6.SP.B.4 Construct dot plots and histograms using collected data.	7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. (additional cluster)	8.SP.A.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. (supporting cluster)
		7.SP.C.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.	7.SP.C.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. (additional cluster)	8.SP.A.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. (supporting cluster)

GEOMETRY	6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	7.G.A.1 Understanding and applying the concept of **scale drawing** specifically how geometric figures change size while maintaining their proportional relationships and shape.	7.G.A.1 Understanding and applying the concept of **scale drawing** specifically how geometric figures change size while maintaining their proportional relationships and shape. (additional cluster)	8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations.
	6.G.A.2 Find the volume of the right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism.	7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations. (additional cluster)	8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates
		7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates (additional cluster)	8.G.A.4 Defines two-dimensional figures as similar if one can be mapped onto the other through a sequence of rigid transformations. To recognize that similar figures maintain equal corresponding angles and proportional corresponding side lengths.
		7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	8.G.A.4 Defines two-dimensional figures as similar if one can be mapped onto the other through a sequence of rigid transformations. To recognize that similar figures maintain equal corresponding angles and proportional corresponding side lengths. (additional cluster)	8.G.A.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.
				8.G.B.6 Explain a proof of the Pythagorean Theorem and its converse
			8.G.A.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. (additional cluster)	8.G.B.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.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems (additional cluster)	**8.G.C.9** Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. (additional cluster)

Functions				8.F.A.1 Understand that a function is a rule that assigns exactly one output to each input. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
				8.F.A.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.A.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.
				8.F.B.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