



Table of Contents¹

Linear Equations

Module Overview	3
Topic A: Writing and Solving Linear Equations (8.EE.C.7)	10
Lesson 1: Writing Equations Using Symbols	12
Lesson 2: Linear and Nonlinear Expressions in x	21
Lesson 3: Linear Equations in x	29
Lesson 4: Solving a Linear Equation	39
Lesson 5: Writing and Solving Linear Equations	52
Lesson 6: Solutions of a Linear Equation	64
Lesson 7: Classification of Solutions	75
Lesson 8: Linear Equations in Disguise	83
Lesson 9: An Application of Linear Equations	97
Topic B: Linear Equations in Two Variables and Their Graphs (8.EE.B.5)	109
Lesson 10: A Critical Look at Proportional Relationships	110
Lesson 11: Constant Rate	122
Lesson 12: Linear Equations in Two Variables	138
Lesson 13: The Graph of a Linear Equation in Two Variables	153
Lesson 14: The Graph of a Linear Equation—Horizontal and Vertical Lines	169
Mid-Module Assessment and Rubric	186
<i>Topics A through B (assessment 1 day, return 1 day, remediation or further applications 2 days)</i>	
Topic C: Slope and Equations of Lines (8.EE.B.5, 8.EE.B.6)	197
Lesson 15: The Slope of a Non-Vertical Line	199
Lesson 16: The Computation of the Slope of a Non-Vertical Line	224
Lesson 17: The Line Joining Two Distinct Points of the Graph $y = mx + b$ has Slope m	248
Lesson 18: There Is Only One Line Passing Through a Given Point with a Given Slope	267

¹ Each lesson is ONE day, and ONE day is considered a 45-minute period.

Lesson 19: The Graph of a Linear Equation in Two Variables Is a Line..... 292

Lesson 20: Every Line Is a Graph of a Linear Equation 313

Lesson 21: Some Facts about Graphs of Linear Equations in Two Variables 333

Lesson 22: Constant Rates Revisited 348

Lesson 23: The Defining Equation of a Line..... 364

Topic D: Systems of Linear Equations and Their Solutions (**8.EE.B.5, 8.EE.C.8**)..... 374

Lesson 24: Introduction to Simultaneous Equations..... 376

Lesson 25: Geometric Interpretation of the Solutions of a Linear System 394

Lesson 26: Characterization of Parallel Lines 409

Lesson 27: Nature of Solutions of a System of Linear Equations 423

Lesson 28: Another Computational Method of Solving a Linear System 439

Lesson 29: Word Problems 456

Lesson 30: Conversion Between Celsius and Fahrenheit 470

Topic E (Optional): Pythagorean Theorem (**8.EE.C.8, 8.G.B.7**)..... 479

Lesson 31: System of Equations Leading to Pythagorean Triples 480

End-of-Module Assessment and Rubric 491

Topics C through D (assessment 1 day, return 1 day, remediation or further applications 3 days)

Grade 8 • Module 4

Linear Equations

OVERVIEW

In Module 4, students extend what they already know about unit rates and proportional relationships (**6.RP.A.2**, **7.RP.A.2**) to linear equations and their graphs. Students understand the connections between proportional relationships, lines, and linear equations in this module (**8.EE.B.5**, **8.EE.B.6**). Also, students learn to apply the skills they acquired in Grades 6 and 7, with respect to symbolic notation and properties of equality (**6.EE.A.2**, **7.EE.A.1**, **7.EE.B.4**) to transcribe and solve equations in one variable and then in two variables.

In Topic A, students begin by transcribing written statements using symbolic notation. Then, students write linear and non-linear expressions leading to linear equations, which are solved using properties of equality (**8.EE.C.7b**). Students learn that not every linear equation has a solution. In doing so, students learn how to transform given equations into simpler forms until an equivalent equation results in a unique solution, no solution, or infinitely many solutions (**8.EE.C.7a**). Throughout Topic A, students must write and solve linear equations in real-world and mathematical situations.

In Topic B, students work with constant speed, a concept learned in Grade 6 (**6.RP.A.3**), but this time with proportional relationships related to average speed and constant speed. These relationships are expressed as linear equations in two variables. Students find solutions to linear equations in two variables, organize them in a table, and plot the solutions on a coordinate plane (**8.EE.C.8a**). It is in Topic B that students begin to investigate the shape of a graph of a linear equation. Students predict that the graph of a linear equation is a line and select points on and off the line to verify their claim. Also in this topic is the standard form of a linear equation, $ax + by = c$, and when $a \neq 0$ and $b \neq 0$, a non-vertical line is produced. Further, when $a = 0$ or $b = 0$, then a vertical or horizontal line is produced.

In Topic C, students know that the slope of a line describes the rate of change of a line. Students first encounter slope by interpreting the unit rate of a graph (**8.EE.B.5**). In general, students learn that slope can be determined using any two distinct points on a line by relying on their understanding of properties of similar triangles from Module 3 (**8.EE.B.6**). Students verify this fact by checking the slope using several pairs of points and comparing their answers. In this topic, students derive $y = mx$ and $y = mx + b$ for linear equations by examining similar triangles. Students generate graphs of linear equations in two variables first by completing a table of solutions, then by using information about slope and y -intercept. Once students are sure that every linear equation graphs as a line and that every line is the graph of a linear equation, students graph equations using information about x - and y -intercepts. Next, students learn some basic facts about lines and equations, such as why two lines with the same slope and a common point are the same line, how to write equations of lines given slope and a point, and how to write an equation given two points. With the concepts of slope and lines firmly in place, students compare two different proportional relationships represented by graphs, tables, equations, or descriptions. Finally, students learn that multiple forms of an equation can define the same line.

Simultaneous equations and their solutions are the focus of Topic D. Students begin by comparing the constant speed of two individuals to determine which has greater speed (**8.EE.C.8c**). Students graph simultaneous linear equations to find the point of intersection and then verify that the point of intersection is in fact a solution to each equation in the system (**8.EE.C.8a**). To motivate the need to solve systems algebraically, students graph systems of linear equations whose solutions do not have integer coordinates. Students learn to solve systems of linear equations by substitution and elimination (**8.EE.C.8b**). Students understand that a system can have a unique solution, no solution, or infinitely many solutions, as they did with linear equations in one variable. Finally, students apply their knowledge of systems to solve problems in real-world contexts, including converting temperatures from Celsius to Fahrenheit.

Optional Topic E is an application of systems of linear equations (**8.EE.C.8b**). Specifically, this system generates Pythagorean triples. First, students learn that a Pythagorean triple can be obtained by multiplying any known triple by a positive integer (**8.G.B.7**). Then, students are shown the Babylonian method for finding a triple that requires the understanding and use of a system of linear equations.

Focus Standards

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

- 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. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
- 8.EE.B.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.

- 8.EE.C.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.
- 8.EE.C.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.*
- 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.*

Foundational Standards

Understand ratio concepts and use ratio reasoning to solve problems.

6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."²*

6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

Apply and extend previous understandings of arithmetic to algebraic expressions.

6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.

- a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*
- b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*

² Expectations for unit rates in this grade are limited to non-complex fractions.

- c. Evaluate expression at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with side length $s = 1/2$.*

Analyze proportional relationships and use them to solve real-world and mathematical problems.

7.RP.A.2 Recognize and represent proportional relationships between quantities.

- a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
- b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.*
- d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

Use properties of operations to generate equivalent expressions.

7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor and expand linear expressions with rational coefficients.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

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.

- a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*

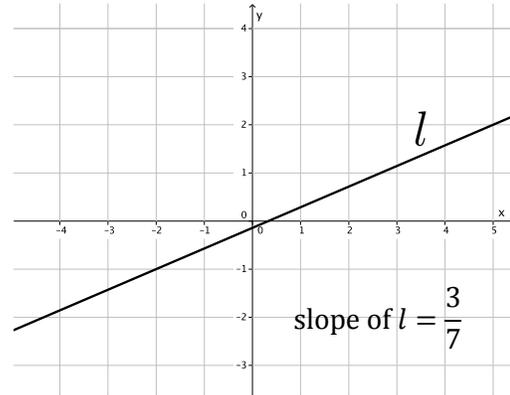
Focus Standards for Mathematical Practice

- MP.1 Make sense of problems and persevere in solving them.** Students analyze given constraints to make conjectures about the form and meaning of a solution to a given situation in one-variable and two-variable linear equations, as well as in simultaneous linear equations. Students are systematically guided to understand the meaning of a linear equation in one variable, the natural occurrence of linear equations in two variables with respect to proportional relationships, and the natural emergence of a system of two linear equations when looking at related, continuous proportional relationships.
- MP.2 Reason abstractly and quantitatively.** Students decontextualize and contextualize throughout the module as they represent situations symbolically and make sense of solutions within a context. Students use facts learned about rational numbers in previous grade levels to solve linear equations and systems of linear equations.
- MP.3 Construct viable arguments and critique the reasoning of others.** Students use assumptions, definitions, and previously established facts throughout the module as they solve linear equations. Students make conjectures about the graph of a linear equation being a line, then proceed to prove this claim. While solving linear equations, they learn that they must first assume that a solution exists, then proceed to solve the equation using properties of equality based on the assumption. Once a solution is found, students justify that it is in fact a solution to the given equation, thereby verifying their initial assumption. This process is repeated for systems of linear equations.
- MP.4 Model with mathematics.** Throughout the module, students represent real-world situations symbolically. Students identify important quantities from a context and represent the relationship in the form of an equation, a table, and a graph. Students analyze the various representations and draw conclusions and/or make predictions. Once a solution or prediction has been made, students reflect on whether the solution makes sense in the context presented. One example of this is when students determine how many buses are needed for a field trip. Students must interpret their fractional solution and make sense of it as it applies to the real world.
- MP.7 Look for and make use of structure.** Students use the structure of an equation to make sense of the information in the equation. For example, students write equations that represent the constant rate of motion for a person walking. In doing so, they interpret an equation such as $y = \frac{3}{5}x$ as the total distance a person walks, y , in x amount of time, at a rate of $\frac{3}{5}$. Students look for patterns or structure in tables and show that a rate is constant.

Terminology

New or Recently Introduced Terms

- **Slope** (*Slope* is a number that describes the “steepness” or “slant” of a line. It is the constant rate of change. Example: The slope, m , of the graph of line l to the right is $m = \frac{3}{7}$.)



- **Solution to a System of Linear Equations** (The *solution to a system of linear equations* is a pair of numbers from the domain of the variables that, when each number from the pair is substituted into all instances of its corresponding variable, makes the equation a true number sentence. Example: The solution to the system of linear equations $\begin{cases} x + y = 15 \\ 3x - 7y = -2 \end{cases}$ is the ordered pair $(\frac{103}{10}, \frac{47}{10})$ because the ordered pair is a solution to each linear equation of the system, and it is the point on the plane where the graphs of the two equations intersect.)
- **System of Linear Equations** (A *system of linear equations*, also referred to as simultaneous linear equations, is the set of at least two linear equations. Example: $\begin{cases} x + y = 15 \\ 3x - 7y = -2 \end{cases}$ is a system of linear equations.)

Familiar Terms and Symbols³

- Coefficient
- Equation
- Like terms
- Linear Expression
- Solution
- Term
- Unit rate
- Variable

³ These are terms and symbols students have seen previously.

Suggested Tools and Representations

- Scientific calculator
- Online graphing calculator (for example: <https://www.desmos.com/calculator>)
- Graph paper
- Straight-edge

Assessment Summary

Assessment Type	Administered	Format	Standards Addressed
Mid-Module Assessment Task	After Topic B	Constructed response with rubric	8.EE.C.7, 8.EE.B.5
End-of-Module Assessment Task	After Topic D	Constructed response with rubric	8.EE.B.5, 8.EE.B.6, 8.EE.C.7, 8.EE.C.8