



Curriculum and Instruction – Mathematics

Quarter 2

Grade 8



Mathematics Grade 8: Year at a Glance 2018-2019

Q1			Q2		Q3		Q4	
Module 1 Aug.6-Aug. 28	Module 2 Aug.29- Sept. 18	Module 3 Sept.19-Oct. 5	Module 4 Oct.15-Dec.14 (Includes Semester Exam Days)	Module 5 Jan 14-Feb. 6	Module 6 Feb. 7-Mar.1	Gr. 7 Module 5 Lessons 6-7 Feb. 27–Feb 28	Module 7 Mar. 4 -April 12 After TNReady April 29-May 24	
Integer Exponents and Scientific Notation	The Concept of Congruence	Similarity	Linear Equations	Examples of Functions from Geometry	Linear Functions		Introduction to Irrational Numbers Using Geometry	
8.EE.1	8.G.1	8.G.2	8.EE.5	8.F.1	8.F.4	8.SP.4	8.NS.1	
8.EE.3	8.G.3	8.G.3	8.EE.6	8.F.2	8.F.5		8.NS.2	
8.EE.4	8.G.4	8.G.4	8.EE.7	8.F.3	8.SP.1		8.EE.2	
	8.G.5	8.G.5	8.EE.8	8.G.7	8.SP.2		8.G.4	
					8.SP.3		8.G.5	
							8.G.6	
							8.G.7	
							After TNReady	
							8.EE	1, 3-6, 8
							8.F	1-3
							8.G	2, 5, 7

Note: Please use the suggested pacing as a guide. It is understood that teachers may be up to one week ahead or one week behind depending on the needs of their students.

Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions. [Pacing and Preparation Guide \(Omissions\)](#)

Major Content	Supporting Content
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Camilla Horton, Ed.D.
6/6/18



■ Major Content

➤ Supporting Content



Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?



In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Instructional Shifts for Mathematics



■ Major Content

➤ Supporting Content



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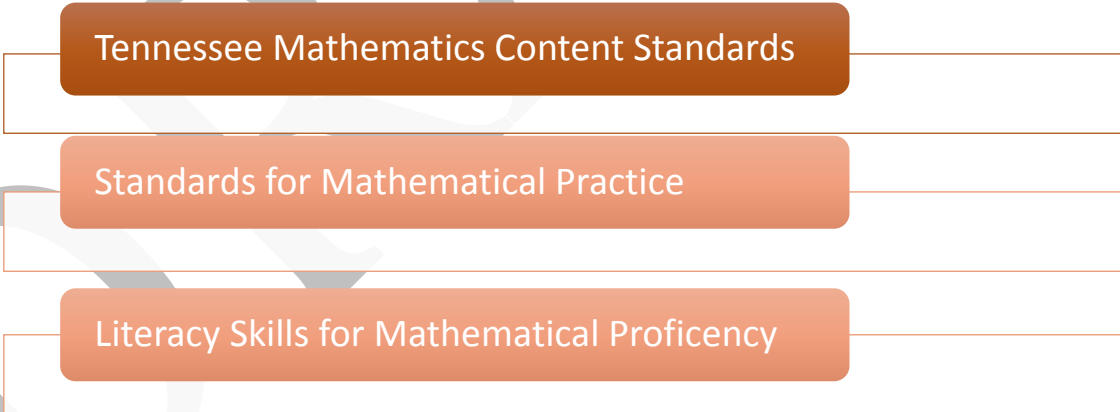
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The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) “processes and proficiencies” with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.





Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.



How to Use the Maps

Overview

An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards

TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content

This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support

District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency

The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar

As a support to teachers and leaders, an instructional calendar is provided **as a guide**. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.



Grade 8 Quarter 2 Overview

Module 4: Linear Equations

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students

Grade Level Standard	Type of Rigor	Foundational Standards
8.EE.5	Conceptual Understanding	7.RP.A.2
8.EE.6	Conceptual Understanding	7.RP.A.2, 7.G.A.1
8.EE.7	Procedural Fluency	7.G.A.1, 7.RP.A.2
8.EE.8	Conceptual Understanding, Procedural Fluency & Application	7.EE.4



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Module 4 Linear Equations

Grade 8 Pacing and Preparation Guide

(Allow approximately 8 weeks for instruction, review and assessment)

<p>Domain: Expressions and Equations Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>■ 8.EE.C.7: Solve linear equations in one variable.</p> <p>■ 8.EE.C.7.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).</p> <p>■ 8.EE.C.7.b: Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important to know whether a linear equation has one solution, infinitely many solutions, or no solution? 	<p>IF your students need to enhance their prior knowledge of linear expressions and equations, consider doing the following 7th Grade Teacher Toolbox lessons before starting Module 4.</p> <p>Lesson 14: Equivalent Linear Expressions (supports Module 4 Lesson 4) Lesson 15: Writing Linear Expressions (supports Module 4 Lesson 1) Lesson 16: Solve Problems with Equations (supports Module Lessons 4 & 5)</p>	
<p>Domain: Expressions and Equations Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>■ 8.EE.C.7: Solve linear equations in one variable.</p> <p>■ 8.EE.C.7.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</p>	<p>Topic A Objectives:</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Students write mathematical statements using symbols to represent numbers. Students know that written statements can be written as more than one correct mathematical sentence. <p>Lesson 3:</p> <ul style="list-style-type: none"> Students know that a linear equation is a statement of equality between two expressions. Students know that a linear equation in x is actually a question: Can you find all 	<p>Topic A: Writing and Solving Linear Equations</p> <p>Lesson 1 Lesson 2 Omit Lesson 3 Lessons 4, 5, 8 & 9: Combine (Allow 2-3 days)</p> <p>Suggestions for combining:</p> <ul style="list-style-type: none"> Do Lesson 4 and incorporate some Problem Set items from Lesson 5 into the lesson and homework. In addition, use a few Exercise items from lesson 8 because they involve 	<p>Vocabulary for Module 4: Average Speed, Constant Speed, Horizontal Line, Linear Equation, Point-Slope Equation of a Line, Slope of a Line in a Cartesian Plane, Slope-Intercept Equation of a Line, Solution to a System of Linear Equations, Standard Form of a Linear Equation, System of Linear Equations, Vertical Line, X-Intercept, Y-Intercept</p> <p>Familiar Terms and Symbols for Module 3: Coefficient, Equation, Like terms, Linear Expression, Solution, Term, Unit rate, Variable</p>



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<p>numbers).</p> <p>■ 8.EE.C.7.b: Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>	<p>numbers x, if they exist, that satisfy a given equation? Students know that those numbers x that satisfy a given equation are called solutions.</p> <p>Lesson 4</p> <ul style="list-style-type: none"> Students extend the use of the properties of equality to solve linear equations having rational coefficients. <p>Lesson 5:</p> <ul style="list-style-type: none"> Students apply knowledge of geometry to writing and solving linear equations. <p>Lesson 6:</p> <ul style="list-style-type: none"> Students transform equations into simpler forms using the distributive property. Students learn that not every linear equation has a solution. <p>Lesson 7:</p> <ul style="list-style-type: none"> Students know the conditions for which a linear equation has a unique solution, no solution, or infinitely many solutions. 	<p>solving equations of rational expressions and use a few Exercise items from lesson 9 because they involve application of linear equations.</p> <p>Lesson 6 Lesson 7 Lesson 8 (Omit or pick a couple of problems and use as examples.) Lesson 9 Omit</p> <p>Additional Recommended Resources: <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i> TNCORE Task Arc: Equations and Linear Functions 8.EE.7 Illustrative Math: The Sign of Solutions Illustrative Math: Coupon versus Discount Illustrative Math: Sammy's Chipmunk & Squirrel Observations Illustrative Math: Solving Equations Illustrative Math: The Sign of Solutions</p>	
<p>Domain: Expressions and Equations Cluster: Understand the connections between proportional relationships, lines, and linear equations.</p> <p>■ 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.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How are proportional relationships represented on a graph, a table and an equation? How do you compare different proportional relationships represented on graphs, tables and equations? What is the relationship between a unit rate and slope? 	<p>Before beginning Module 4 Topic B, complete the following 7th Grade Teacher Toolbox lessons</p> <p>Lesson 11: Equations for Proportional Relationships</p> <p>Lesson 12: Problem Solving with Proportional Relationships</p> <p>Topic B: Linear Equations in Two Variables</p>	



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	<p>Topic B Objectives:</p> <p>Lesson 10:</p> <ul style="list-style-type: none"> Students work with proportional relationships that involve average speed and constant speed in order to write a linear equation in two variables. Students use linear equations in two variables to answer questions about distance and time. <p>Lesson 11:</p> <ul style="list-style-type: none"> Students know the definition of constant rate in varied contexts as expressed using two variables where one is t representing a time interval. Students graph points on a coordinate plane related to constant rate problems. <p>Lesson 12:</p> <ul style="list-style-type: none"> Students use a table to find solutions to a given linear equation and plot the solutions on a coordinate plane. <p>Lesson 13:</p> <ul style="list-style-type: none"> Students predict the shape of a graph of a linear equation by finding and plotting solutions on a coordinate plane. Students informally explain why the graph of a linear equation is not curved in terms of solutions to the given linear equation. <p>Lesson 14:</p> <ul style="list-style-type: none"> Students graph linear equations in standard form, $ax + by = c$ (a or $b \neq 0$), that produce a horizontal or a vertical line. 	<p>and Their Graphs</p> <p>Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14</p> <p>Mid-Module 4 Assessment & Review of Assessment <i>(Complete by 11/7/18)</i></p> <p>Additional Resources: <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i></p> <p>TN Tasks: Speed Limit 8.EE.5 TN Assessment Tasks: Olympic Pool, Buying Tools & Typing Rate 8.EE.5 Illustrative Math 8.EE.5</p>	
<p>Domain: Expressions and Equations Cluster: Understand the connections between proportional relationships, lines, and linear equations.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How do you show that the slope is the same between any two distinct points on a non-vertical line in the coordinate plane? 	<p>Topic C: Slope and Equations of Lines</p> <p>Lesson 15 Lesson 16 Lesson 17</p>	



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■ **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.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 .

Topic C Objectives:

Lesson 15:

- Students know slope is a number that describes the steepness or slant of a line.
- Students interpret the unit rate as the slope of a graph.

Lesson 16:

- Students 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.
- Students use the slope formula to compute the slope of a non-vertical line.

Lesson 17:

- Students show that the slope of a line joining any two distinct points of the graph of $y = mx + b$ has slope m .
- Students transform the standard form of an equation into $y = -a/bx + c/b$.

Lesson 18:

- Students graph equations in the form of $y = mx + b$ using information about slope and y -intercept point.
- Students know that if they have two straight lines with the same slope and a common point, the lines are the same.

Lesson 19:

- Students prove that any point on the graph of $y = mx + b$ is on a line l and that any point on a line ll is a point on the graph of $y = mx + b$.
- Students graph linear equations on the coordinate plane.

Lesson 20:

- Students know that any non-vertical line is the graph of a linear equation in the form of

Lesson 18

Lesson 19

Lesson 20

Lesson 21

Lesson 22

Lesson 23

For Topic C, you may choose to use resources from the following Grade 8 Teacher Toolbox lessons for review, remediation and/or assessment to meet the needs of your students.

- Lesson 11: Represent Proportional Relationships
- Lesson 12: Understand the Slope-Intercept Equation for a Line

Additional Resources: These optional resources may be used for extension, enrichment and/or additional practice, as needed.

- [TN Assessment Tasks: Lemonade Stand & Two Different Graphs 8.EE.6](#)
- [Illustrative Math: Slopes Between Points on a Line 8.EE.6](#)
- [Khan Academy: Slope Triangles](#)
- [PBSlearningmedia.org: Understanding Slope w/ Similar Triangles](#)

Reminder: It is recommended that teachers begin preparing for Module 5 by 12/3/18.



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	<p>$y = mx + b$, where b is a constant.</p> <ul style="list-style-type: none"> Students write the linear equation whose graph is a given line. <p>Lesson 21:</p> <ul style="list-style-type: none"> Students write the equation of a line given two points or the slope and a point on the line. Students know the traditional forms of the slope formula and slope-intercept equation. <p>Lesson 22:</p> <ul style="list-style-type: none"> Students know that any constant rate problem can be described by a linear equation in two variables where the slope of the graph is the constant rate. Students compare two different proportional relationships represented by graphs, equations, and tables to determine which has a greater rate of change. <p>Lesson 23:</p> <ul style="list-style-type: none"> Students know that two equations in the form of $ax + by = c$ and $a'x + b'y = c'$ graph as the same line when $a'/a = b'/b = c'/c$ and at least one of a or b is nonzero. Students know that the graph of a linear equation $ax + by = c$, where a, b, and c are constants and at least one of a or b is nonzero, is the line defined by the equation $ax + by = c$. 		
<p>Domain: Expressions and Equations Cluster: Understand the connections between proportional relationships, lines, and linear equations.</p> <p>■ 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</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How can I determine, when analyzing the motion of two objects, which object has the greater speed? What is the meaning of the slope and intercept of a line, in the context of the situation? How will I explain how I know that a pair of linear equations has one solution, no 	<p>Topic D: Systems of Linear Equations and Their Solutions</p> <p>Lesson 24 Lesson 25 Lesson 26 Lesson 27 Lesson 28 Lesson 29</p>	



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

Domain: Expressions and Equations

Cluster: Analyze and solve linear equations and systems of two linear equations.

■ **8.EE.C.8** Analyze and solve systems of two 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.

solutions, or infinitely many solutions?

Topic D Objectives:

Lesson 24

- Students know that a system of linear equations, also known as simultaneous equations, is when two or more equations are involved in the same problem and work must be completed on them simultaneously.
- Students also learn the notation for simultaneous equations.
- Students compare the graphs that comprise a system of linear equations in the context of constant rates to answer questions about time and distance.

Lesson 25

- Students sketch the graphs of two linear equations and find the point of intersection.
- Students identify the point of intersection of the two lines as the solution to the system.
- Students verify by computation that the point of intersection is a solution to each of the equations in the system.

Lesson 26

- Students know that when a system of linear equations has no solution (i.e., no point of intersection of the lines), then the lines are parallel.

Lesson 27

- Students know that since two equations in the form $ax + by = c$ and $ax + by = c'$, when a , b , and c are nonzero numbers, graph as the same line when $a'/a = b'/b = c'/c$, then the system of linear equations has infinitely many solutions.
- Students know a strategy for solving a

Lesson 30 Omit
Lesson 31 Omit

For Topic D, you may choose to use resources from the following Grade 8 Teacher Toolbox lessons for review, remediation and/or assessment to meet the needs of your students.

- Lesson 15: Understand Systems of Equations
- Lesson 16: Solve Systems of Equations Algebraically
- Lesson 17: Solve Problems Using Systems of Equations

Additional Resources: These optional resources may be used for extension, enrichment and/or additional practice, as needed

- [Illustrative Math: Comparing Speeds in Graphs and Equations 8.EE.B.5](#)
- [Illustrative Math: Coffee by the Pound 8.EE.B.5](#)
- [Illustrative Math: 8.EE.C.8](#)

End-of-Module 4 Assessment & Review of Assessment
(Complete by 12/14/18)



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	<p>system of linear equations algebraically.</p> <p>Lesson 28</p> <ul style="list-style-type: none">• Students learn the elimination method for solving a system of linear equations.• Students use properties of rational numbers to find a solution to a system, if it exists, through computation using substitution and elimination methods. <p>Lesson 29</p> <ul style="list-style-type: none">• Students write word problems into systems of linear equations.• Students solve systems of linear equations using elimination and substitution methods.		
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RESOURCE TOOLBOX

The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. While some of these resources are imbedded in the map, the use of these categorized materials can assist educators with maximizing their instructional practices to meet the needs of all students.

NWEA MAP Resources: https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)
<https://support.nwea.org/khanrit> - These Khan Academy lessons are aligned to RIT scores.

<p>Textbook Resources www.greatminds.org Eureka Math Grade 8 Remediation Guides</p>	<p>Standards Support TNReady Math Standards Grade 8 Instructional Focus Document Achieve the Core Edutoolbox</p>	<p>Videos Khan Academy Learn Zillion</p>
<p>Calculator Activities TI-73 Activities CASIO Activities TI-Inspire for Middle Grades</p>	<p>Interactive Manipulatives Glencoe Virtual Manipulatives National Library of Interactive Manipulatives</p>	<p>Additional Sites Embarc Online PBS: Grades 6-8 Lesson Plans Grade 8 Flip Book (This book contains valuable resources that help develop the intent, the understanding and the implementation of the state standards.)</p>



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Shelby County Schools – Grade 8 - October 2018

Mon	Tue	Wed	Thu	Fri	
1	2	3	4	5	
8 Columbus Day Fall Break	9	10	11	12	
15 Q2 Begins Begin Module 4	16	17	18	19	
22	23	24	25	26	
29	30	31 Halloween			

■ Major Content

➤ Supporting Content



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Shelby County Schools – Grade 8 - November 2018

Mon	Tue	Wed	Thu	Fri	
			1	2	
5	6 Mid-Module 4 Assessment & Review of Assessment	7 Mid-Module 4 Assessment & Review of Assessment	8	9	
12 Veteran’s Day (Teachers & Students Out)	13	14	15	16	
19	20	21 Thanksgiving Break	22 Thanksgiving Day	23 Thanksgiving Break	
26	27	28	29	30	

■ Major Content

➤ Supporting Content



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Shelby County Schools – Grade 8 – December 2018

Mon	Tue	Wed	Thu	Fri	
3 Start preparing for Module 5	4	5	6	7	
10	11	12	13 End-of-Module 4 Assessment & Review of Assessment	14 End-of-Module 4 Assessment & Review of Assessment	
17 Semester Exams	18 Semester Exams	19 Q2 Ends Semester Exams	20 Christmas and winter break	21	
24	25 Christmas Day	26	27	28	