

The TEKS Process skills (8.14 through 8.16) are integrated into all lessons

It will be impossible to “review” for TAKS due to the nature and volume of the TEKS.  
Teachers must spiral review on a daily basis throughout the course of the year.

**Resources**

Days	TAKS Objective	TEKS: Student Expectation	Instructional Considerations	Glencoe Course 3	Performance Assessments	Additional Resources
5	1, 2	<p><b>8.1B</b> Select and use appropriate forms of rational numbers to <u>solve real-life problems</u> including those involving proportional relationships</p> <p><b>8.2D</b> use multiplication by a constant factor (unit rate) to represent proportional relationships.</p> <p><b>8.3A</b> Compare and contrast proportional and non-proportional relationships</p> <p><b>8.3B</b> Estimate and find solutions to <u>application problems</u> involving percents and other proportional relationships such as similarity and rates</p> <p>8.14A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</p> <p>8.14B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>8.14C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and</p> <p>8.14D select tools such as real objects, manipulatives, paper/pencil, and</p>	<ul style="list-style-type: none"> <li>• Fifth and sixth graders generated equivalent forms of rational numbers. Seventh graders concerted between fractions, decimals, whole numbers, and percents.</li> <li>• Students must be able to build tables of values to represent given situations, and determine whether the relationships form constant ratios.</li> <li>• Students must be able to determine a rule to describe the relationship between x and y.</li> <li>• Students must be able to graph relationships to determine if a straight line is formed, and passes through the origin.</li> <li>• Although 8<sup>th</sup> grade students have not formally studied slope, asking students to write ratios of the y-values compared to the corresponding x-values can create initial understanding of slope. If the ratios are equal, we know there is a constant rate of change. This occurs only when relationships are proportional.</li> <li>• Students must be able to solve application problems rather than solve problems without a context. The text must be supplemented with real-life problems in order to meet the intent of the TEKS.</li> <li>• Topics include: compare and contrast proportional relationships, estimating percents, using proportions in application problems, using percent equations in application problems, using indirect measurement to solve application and scale drawing problems.</li> </ul>	8-2 8-3 8-5 8-6	Keep It Fair A Shadowy Case	<p>Clarifying Activity, 8.1B, 8.3A, 8.3B</p> <p><i>TEXTEAMS: What Does It Cost?</i></p> <p>Supplement – Proportional and Non-proportional Relationships</p> <p>Percent of Change</p>

		technology or techniques such as mental math, estimation, and number sense to solve problems.				
3	1, 3, 4	<p><b>8.1B</b> Select and use appropriate forms of rational numbers to <u>solve real-life problems</u> including those involving proportional relationships</p> <p><b>8.3B</b> Estimate and find solutions to <u>application problems</u> involving percents and other proportional relationships such as similarity and rates</p> <p><b>8.7B</b> Use geometric concepts and properties to solve problems in field such as art and architecture</p> <p><b>8.9B</b> Use proportional relationships in similar shapes to find missing measurements.</p>	<ul style="list-style-type: none"> <li>• Students must be able to apply geometric concepts to application problems. Applying concepts and formulas to “picture” or “given dimension” problems will not meet the intent of the TEKS.</li> <li>• Students must be able to find the missing measurements in similar shapes in addition to finding the scale factor.</li> </ul>	8-8 8-9		Clarifying Activity: 8.1B, 8.6B, 8.7B, 8.9B
2	3	<p><b>8.6A</b> Generate similar shapes using dilations including enlargements and reductions</p> <p><b>8.6B</b> <u>Graph dilations</u>, reflections, and translations on a coordinate plane</p>	<ul style="list-style-type: none"> <li>• Section 8-10 lacks sufficient practice in graphing dilations on a coordinate plane. Most problems ask for the scale factor, but do not require graphing.</li> </ul>	8-10		Clarifying Activity: 8.6A, 8.6B
2		<b>8.12A</b> Select the appropriate measure of central tendency to describe a set of data for a particular purpose	<ul style="list-style-type: none"> <li>• Students must select the measure (mean, median, mode) to fit a given purpose. The text asks students to calculate each measure, but does not specify a purpose.</li> <li>• Include line plots</li> </ul>	4-4		Clarifying Activity: 8.12A

8		<p><b>8.12B</b> Draw conclusions and make predictions by analyzing trends in scatterplots</p> <p><b>8.12C</b> Construct circle graphs, bar graphs, and histograms, with and without technology</p> <p><b>8.13A</b> Evaluate the methods of sampling to determine validity of an inference made from a set of data</p> <p><b>8.13B</b> Recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis</p>	<ul style="list-style-type: none"> <li>Students must evaluate the methods of sampling in TEKS 8.13A. The textbook lacks problems that match this knowledge and skill statement.</li> </ul>	<p>4-1 4-3 4-6 4-2 4-7</p>		<p>Clarifying Activity: 8.12B, 8.12C, 8.13A, 8.13B</p> <p>Supplements on selecting the appropriate graph</p> <p>Venn Diagrams</p>
2	1	<p><b>8.1C</b> Approximate (mentally and with calculators) the value of irrational numbers <u>as they arise from problem situations</u></p>	<ul style="list-style-type: none"> <li>Clarifying Activity <a href="#">8.1C</a></li> <li>5<sup>th</sup> and 6<sup>th</sup> graders estimated to solve problems where exact answers were not required.</li> <li>7<sup>th</sup> graders represented squares and square roots using geometric models.</li> <li>This is the students' first experience with irrational numbers.</li> <li>Students must be able to ,mentally approximate the value of irrational numbers, and to approximate the value using calculators.</li> <li>Students must be able to apply a problem-solving model to one- and two-step problems requiring the approximate value of a square root.</li> <li>The text has only 3 problems (9-2) that require students to approximate the value of a square root in a problem situation. More practice will be needed!</li> </ul>	<p>9-1 9-2A, 9-2</p>		<p>Supplements 9-1 9-2A 9-2</p>
4	3, 4	<p><b>8.7C</b> Use pictures or models to demonstrate the Pythagorean Theorem</p> <p><b>8.9A</b> Use the Pythagorean Theorem to solve real-life problems</p> <p><b>8.15A</b> communicate mathematical ideas using language, efficient tools, appropriate units, and graphical,</p>	<ul style="list-style-type: none"> <li>This is the students' first experience with Pythagorean Theorem. Since they do not work with squares of numbers until 7<sup>th</sup> grade, it is inappropriate to work with the Pythagorean Theorem expressed in variable and exponent form (<math>a^2 + b^2 = c^2</math>) at this grade level. This "formula" should <u>not</u> be introduced. Instead, the theorem could be restated as "the sum of</li> </ul>	<p>9-4A, 9-4 9-5</p>	<p>To Grandmother's House We Go</p>	<p>Clarifying Activity: 8-7C, 8-9A</p> <p>Supplements 9-4 7-5</p>

	numerical, physical, or algebraic mathematical models; and <b>8.15B</b> evaluate the effectiveness of different representations to communicate ideas.	<p>the square of the lengths of the two legs is equal to the square of the length of the hypotenuse. It would be better to have students use “<math>\text{leg}^2 + \text{leg}^2 = \text{hypotenuse}^2</math>”</p> <ul style="list-style-type: none"> <li>• Students must be able to use pictures and concrete models to model the Pythagorean Theorem.</li> <li>• Students must be able to demonstrate (using their pictures/models) how the theorem works.</li> <li>• Students must be able to recognize and apply properties of right triangles</li> <li>• Students must know common Pythagorean triples and be able to generate triples equivalent to known triples, particularly the 3, 4, 5 and 5, 12, 13.</li> </ul>			
4	<b>Review and Benchmark Assessment</b>				