

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
10	3	<p>8.7B Use geometric concepts and properties to solve problems in fields such as art and architecture</p> <p>8.10A Describe effects on perimeter and area when dimensions of a shape are changed proportionally</p>	<ul style="list-style-type: none"> The 8th grade curriculum is a pre-algebra curriculum. Special attention must be given to the consistent review of pre-algebra topics throughout the school year. Teach these objectives at the application level. Low level or skill development activities do not meet the intent of the TEKS. Students can already apply critical attributes to identify, compare, and classify geometric shapes, solids, lines, and angles. They have already been taught to measure in standard and metric units, recognize and apply congruence, symmetry, transformations, and similarity. Sixth grade students learned how to find the areas of squares, rectangles, triangles, trapezoids and circles. These concepts were reinforced in 7th grade. This same objective was expected of 7th grade students. Each topic must be supplemented with <u>application problems</u> in order to meet the intent of the TEKS. The problems listed are the ONLY problems in the chapter that are application problems. There are no problems in the text that require students to describe the effects on perimeter and area when the dimensions are changed proportionally. 	<p>p. 191 #9 p. 192 # 26 p. 227 #30, 31 and performance task p.229 #8</p> <p>Review Only 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7 7-6, 7-7, 8-7, 10-7,10-8, 10-9,11-1</p>	<p>Remodeling (8.10A)</p>	<p>Practice Sets are provided for true application problems of previous learned concepts</p> <p>Clarifying Activity: 8.6B, 8.7B. 8.10A</p> <p>Supplement Changing Dimensions</p>
7	4	<p>8.8B connect models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects;</p> <p>8.8C estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.</p> <p>8.7B Use geometric concepts and properties to solve problems in fields such as art and architecture</p> <p>8.7D locate and name points on a</p>	<ul style="list-style-type: none"> The 8th grade curriculum is a pre-algebra curriculum. Special attention must be given to the consistent review of pre-algebra topics throughout the school year. Teach these objectives at the concrete and pictorial levels first. Then connect to the abstract level (formulas). This is the students’ first experience in connecting models to formulas for volume of solids. 5th grade students estimated and measured volume of prisms using concrete models. 6th grade students generated formulas to represent relationships involving volume of a prism. 7th grades generated 	<p>11-2 11-3 11-4</p>	<p>It’s Good To Be The King</p>	<p>Clarifying Activity: 8.8B, 8.8C, 8.7B, 8.10B</p>

		<p>coordinate plane using ordered pairs of rational numbers.</p> <p>8.10B Describe the resulting effect on volume when dimensions of a solid are changed proportionally</p>	<p>formulas for volume of prisms.</p> <ul style="list-style-type: none"> • Students must be able to use models to determine formulas for volume of cylinders and prisms. • Students must be able to use manipulatives to establish the relationship between the formulas for the volume of the cone to the formula for the volume of a cylinder. • Students must be able to use manipulatives to establish the relationship between the formulas for the volume of a pyramid to the volume of a prism. • Students must be able to describe the resulting effect on volume when dimensions of a solid are changed proportionally. • The text lacks <u>application problems</u> needed to meet TEKS 8.7B, 8.8C. There are only 5 application problems in the text. • There are no problems that require students to neither investigate nor describe the effect on volume if dimensions are changed proportionally. Supplements will be needed. 			
2		Review and Topic Test				
4	3	<p>8.8A find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);</p> <p>8.7B Use geometric concepts and properties to solve problems in fields such as art and architecture</p>	<ul style="list-style-type: none"> • 7th grade students made nets of prisms, cylinders, pyramids and cones. Creating nets is not a “new” concept for 8th graders. • This is the students’ first experience finding surface area. Teach this objective at the concrete and pictorial levels. • Students must be able to find the lateral surface area and total surface area of prisms and cylinders using nets. • The textbook does not address finding the surface area of a cylinder with a net. Teachers must supplement the lesson with a net activity. • All text sections lack real-life / application problems. • Students should be able to find the surface areas of cones and spheres using formulas. 	<p>11-5A (prism) 11-5 (prism) 11-6</p>	A Barrel of Math	<p>Clarifying Activity: 8.7B, 8.8A</p> <p>Supplement 11-5</p>
3		Review & CBA				