

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	TEKS: Student Expectation	Instructional Considerations	Glencoe Course 3	Performance Assessments	Additional Resources
8	5	<p>8.11A Find the probabilities of compound events (dependent and independent)</p> <p>8.11B Use theoretical probabilities and experimental results to make predictions and decisions</p> <p>8.11C Select and use different models to simulate an event</p>	<ul style="list-style-type: none"> Clarifying Activity: 8.11A, 8.11B, 8.11C 6th grade students constructed sample events using lists, tree diagrams and combinations. 7th grade students constructed sample spaces and found the approximate probability for compound events through experimentation. Students must be able to find the probability of simple and compound events through experimentation. Students must be able to determine theoretical probability for simple and compound events. Students must be able to compare theoretical and experimental probability. Students must be able to analyze and determine the factors that can cause experimental data to be poor predictors. 	<p>12-1 12-2 12-3 6-6 12-5 12-6 12-7</p>	The Thrill of Victory	Supplement 12-7
2		Review and Test	•			
5		Released TAKS Test	•			
5		<p>8.5A predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations; and</p> <p>8.5B Use an algebraic expression to find any term in a sequence</p> <p>8.16A make conjectures from patterns or sets of examples and nonexamples; and</p> <p>8.16B validate his/her conclusions using mathematical properties and relationships.</p>	<ul style="list-style-type: none"> Review Rational Number Properties This objective was introduced the 1st 6 weeks. It should continue to be addressed at the concrete, pictorial, and abstract level. Students must be able to determine an algebraic rule that describes a dependent relationship represented as a sequence or a table or in graph form. Students must be able to write the algebraic expression, not just find the missing terms of the sequence. The textbook does not require students to 6th graders identified patterns, described the relationship, and determined the rules for the relationship. 7th graders described the relationship 	7-5A, 7-5		Pattern Rules Clarifying Activity: 8-5B

			<p>between the terms in a sequence and their positions in the sequence.</p> <ul style="list-style-type: none"> Section 7-5 does not completely meet the expectation of the TEKS. Students are not required to identify a sequence as arithmetic, geometric. Students must be able to write the algebraic expression to find any term in the sequence. 			
2	2	Review and Test				
3	2	8.4 Generate a different representation given one representation of data such as a table, graph, equation, or verbal description	<ul style="list-style-type: none"> 6th graders formulated one equation from a problem situation and used tables and symbols to represent relationships. 7th graders generated formulas, and graphed data to demonstrate relationships. 7th graders also formulated a problem situation for a given equation. Students must be able to build a table of values given a dependent relationship in a graph, equation, or verbal description. Students must be able to graph a dependent relationship that is given in a table, equation or verbal description. Students must be able to describe the relationship between the two factors of a dependent relationship expressed in any form Students must determine the rule that describes a dependent relationship expressed in any form Students must be able to generate any of the 3 other representation of a dependent relationship. 	10-1 10-2 10-3 10-4A, 10-4B		Clarifying Activity: 8.4A Calculator Activities
2		Review and Test				
7		TAKS Review				