

Resources

Days	TAKS Objective	TEKS: Student Expectation	Instructional Considerations	Prentice Hall	Supplemental Activities	Performance Benchmark Assessments	A&M Curriculum
5 5	2 2	<p>8.7C use pictures or models to demonstrate the Pythagorean Theorem</p> <p>A4a find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations; A4b use the commutative, associative, and distributive properties to simplify algebraic expressions</p>	<ul style="list-style-type: none"> Review pictorial models that demonstrate the Pythagorean Theorem Solve real life applications of the Pythagorean Theorem Polynomial operations (add/subtract) Students must be able to draw pictorial representations of polynomial expressions (Algebra Tiles). Students must be able to solve <u>application problems</u> that require the addition and subtraction of polynomials 	<p>Ch 9-1</p> <p>Ch 10-1</p>	<p>9th TAKS Prep Pythagorean Theorem Lesson p.304&306</p>		<p>S3-1</p> <p>S3-2</p>
7	6	<p>A4a find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations; A4b use the commutative, associative, and distributive properties to simplify algebraic expressions</p>	<ul style="list-style-type: none"> Polynomial operations (multiply) Students must use Algebra Tiles prior to learning the “FOIL” method. Students must be able to draw pictorial representations of factors and products. Polynomial Operations (factor) Students must be able to solve <u>application problems</u> that require the factoring of polynomials 	<p>Ch 10-2 to 10-5</p>		<p>Swimming Pool</p>	<p>S2-1</p> <p>S2-2</p> <p>S2-4</p> <p>S2-5</p> <p>S2-6</p> <p>S4-1</p>
8	2, 5	<p>A2a identify and sketch the general forms of linear ($y = x$) and quadratic ($y = x^2$) parent functions;</p> <p>A4a find specific function values, simplify polynomial expressions, transform and solve equations, and factor as</p> <p>A9a determine the domain and range for quadratic functions in given situations;</p> <p>A9b investigate, describe, and predict the effects of changes in a on the graph of $y = ax^2 + c$;</p> <p>A9c investigate, describe, and predict the effects of changes in c on the graph of $y = ax^2 + c$.</p>	<ul style="list-style-type: none"> Exploring Quadratics Continue factoring review on a daily basis Use the graphing calculator to investigate parameter changes on the parent function Solve quadratics using the quadratic formula Students must be able to solve <u>application problems</u> as well as work skill problems 	<p>Ch 7-1 to 7-3</p>	<p>Fireworks Celebration;</p> <p>Golfing;</p> <p>Home Improvements;</p> <p>How Much Paint</p>	<p>Philip’s Rocket</p> <p>Jumbo Pizza</p> <p>Victoria’s Fence</p> <p>Tarzan</p> <p>The Effect of “a”</p> <p>Bridge Arch</p> <p>Luigi’s Pizza</p> <p>Garage Problem</p> <p>Handshake</p> <p>Patios</p> <p>Building Blocks</p> <p>Polygons</p>	<p>S Unit 6</p> <p>S Unit 5</p>

	<p>c on the graph of $y = ax^2 + c$;</p> <p>A9d analyze graphs of quadratic functions and draw conclusions.</p> <p>A10a solve quadratic equations using concrete models, tables, graphs, and algebraic methods</p> <p>A10b make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts (x-intercepts) of the graph of the function.</p>					
6	Begin TAKS Re3view					
3	Review CBA					