

8th Grade Math Curriculum Bundle # 10

Course or Grade Level: EIGHTH		Calendar (Weeks 30 , and 31) Bundle 10		
	TAKS OBJ	TEKS Knowledge & Skills	TEKS Student Expectation	Specification/Examples
Content	1	<p><i>8.1 Number, operation, and quantitative reasoning. The student understands that different forms of numbers are appropriate for different situations.</i></p> <p><i>A1.3 The student understands how algebra can be used to express generalizations and recognizes and uses the power of symbols to represent situations.</i></p> <p><i>A1.4 The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations.</i></p>	<p>8.1(E) Compare and order real numbers with a calculator (includes irrational numbers)</p> <p>A1.3(A) use symbols to represent unknowns and variables</p> <p>A1.4(B) use the commutative, associative, and distributive properties to simplify algebraic expressions</p>	<p>8.1(E) Including but not limited to:</p> <ul style="list-style-type: none"> • Using a calculator to change numbers to the same form and then compare <p>8.1(E) Vocabulary:</p> <ul style="list-style-type: none"> • Irrational numbers <p>A1.3(A) Including but not limited to:</p> <ul style="list-style-type: none"> • Substituting values, including integers, to evaluate algebraic expressions • Solving one- and two-step equations <p>A1.3(A) Vocabulary:</p> <ul style="list-style-type: none"> • Constant • Coefficient • Variable • Algebraic expression • Evaluate • Simplify <p>A1.4(B) Including but not limited to:</p> <ul style="list-style-type: none"> • Simplifying algebraic expressions using distributive property and combining like terms • Solving multiple step equations, using distributive property and combining like terms <p>A1.4(B) Vocabulary:</p> <ul style="list-style-type: none"> • Like terms • Distributive property
Process	TAKS OBJ	TEKS Knowledge & Skills	TEKS Student Expectation	Specification/Examples

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	6	<p>8.14 Underlying processes and mathematical tools. The student applies Grade 8 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p> <p>8.15 Underlying processes and mathematical tools. The student communicates about Grade 8 mathematics through informal and mathematical language, representations and models.</p> <p>8.16 Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions.</p>	<p>8.14(A) Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.</p> <p>8.14(B) 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>8.14(C) 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.</p> <p>8.14(D) Select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.</p> <p>8.15(A) Communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.</p> <p>8.15(B) Evaluate the effectiveness of different representations to communicate ideas.</p> <p>8.16(A) Make conjectures from patterns or sets of examples and non-examples.</p> <p>8.16(B) Validate his/her conclusions using mathematical properties and relationships.</p>	
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Language of Instruction	Technology TEKS/Product	Primary Resource Reference	Secondary Resource Reference
	<ul style="list-style-type: none"> • ..\Hyperlinks for Each Bundle\Bundle 11 Hyperlinks\Balance Scale.notebook 	HOLT 8.1E: none	Measure Up Activities: 8.1E: 21
Student Performance		Formative	Summative
<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ○ Textbook assessment ○ Common assessment ○ Benchmark ○ TAKS ○ Advanced Placement • Lab • Project • Essay • Short answer response • Applying mathematics 			
Intervention	Outline specific interventions for different learning needs: <ul style="list-style-type: none"> • Reteach options for non-mastery • Scaffolds for ELLs • Differentiation for struggling learners Identify specific resources and teaching tools/ideas for intervention (grouping, pacing). Introduction-level standards include tier 2 interventions. Interventions for tested include both tier 2 and 3 focused small group interventions. Interventions for reviewed standards include more tier 3 focused small groups and individualized intervention.		
Other Curricular Connection (ELA, Math, SS)	The TEKS social studies strand for science and technology should be the first source to connect math concepts with the history of mathematics and contributions of mathematicians.		