

IRVING INDEPENDENT SCHOOL DISTRICT
Mathematics Instructional Guide - Grade 8 (6th GT)
4th Six Weeks

Revised 4/2003

LEARNING OBJECTIVE Statement of TEKS	TEKS #	TAKS Objective	S TEXTBOOK Resources listed are found in Curriculum Notebook. **Other	ASSESSMENT Connection TAKS 2003
1. Use geometric concepts and properties to solve problems in fields such as art and architecture. Connect models to formulas for volume of prisms, cylinders, pyramids, and cones. Estimate answers and use formulas to solve application problems involving volume. <i>(Identify 3-D figures, connect with their volume formula, and find volume of prisms, cylinders, pyramids, and cones.)</i>	8.7B	3	11-2, 11-3, 11-4	
	8.8B			
	8.8C	4		
2. Find surface area of prisms and cylinders using [concrete models] and nets (two-dimensional models).	8.8A	4	11-5, 11-6	
3. Draw and view solids from different perspectives.	8.7A	3	Activity in Curriculum Guide "Think Cards"	
4. Use proportional relationships in similar shapes to find missing measurements. Generate similar shapes using dilations including enlargements and reductions.	8.9B	4	8-7, 8-8, 8-9	
	8.6A	3		
5. Generate similar shapes using dilations including enlargements and reductions. Graph dilations on a coordinate plane.	8.6A	3	8-10	
	8.6B	3		
6. Describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally. Describe the resulting effect on volume when dimensions of a solid are changed proportionally.	8.10A	4	Worksheets in Curriculum Guide	
	8.10B	4		
7. Graph reflections and translations on a coordinate plane.	8.6B	3	10-7, 10-8, 10-9	
8. Select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships. Compare and contrast proportional and non-proportional relationships. Estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates. Evaluate a solution for reasonableness. Use multiplication by a constant factor (unit rate) to represent proportional relationships.	8.1B	1	8-1, 8-2, 8-3, 8-5, 8-6, 3-6	
	8.3A	2		
	8.3B	2		
	8.2C	1		
	8.2D			

The TEKS found in Strand: Underlying Processes and Mathematical Tools - 8.14 A,B,C,D ; 8.15 A,B and 8.16 A,B – are not to be taught or tested in isolation; they are to be integrated throughout the content objectives as an ongoing process. (TAKS Objective 6)

Σ Glencoe Mathematics, Applications & Connections, Course 3

ΣΣ Other Resources in district: Exemplars Activities found on District Intranet; TEXTEAMS Activities; Region 10 WebCCAT Internet TEKS Assessment Question Bank; Middle School w/ Pizzazz notebooks; Understanding Math Software

Also available resources at www.utdanacenter.org/ssj