

IRVING INDEPENDENT SCHOOL DISTRICT
Mathematics Instructional Guide - Grade 8 (6th GT)
6th 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
<p>1. Investigate methods for solving linear equations using [concrete] models, graphs and the properties of equality, select a method, and solve the equation. Interpret and determine the reasonableness of solutions to linear equations. Use commutative, associative, and distributive properties to simplify algebraic expressions. Find specific function values, simplify polynomial expressions, transform and solve equations. <i>(Include equations with integers and rational numbers. Include variables on both sides and use of distributive property to simplify algebraic expressions.)</i></p>	<p>Algebra TEKS A(c)(3)B A(c)(3)C A(b)(4)B A(b)(4)A</p>	<p>Grades 9, 10 2</p>	<p>2-9, 7-9, 7-10 Algebra w/PIZZAZZ and teacher generated practice</p>	
<p>2. Describe independent and dependent quantities in functional relationships. Gather and record data, or use data sets, to determine functional relationships between quantities. Represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities. Interpret and make inferences from functional relationships. <i>Complete function tables (discuss relations) and plot points to graph functions.</i></p>	<p>A(b)(1)A A(b)(1)B A(b)(1)D A(b)(1)E</p>		<p>10-1, 10-2, 10-3, 10-4 TEXTEAM Activities from M.S. Algebraic Reasoning OR Algebra I: 2000 and Beyond</p>	
<p>3. Translate among and use algebraic, tabular, graphical, or verbal descriptions of linear functions. Interpret situations in terms of given graphs or create situations that fit given graphs. Develop the concept of slope as rate of change and determine slopes from graphs, tables and algebraic representations. Interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.</p>	<p>A(c)(1)C A(b)(2)C A(c)(2)A A(c)(2)B</p>		<p>TEXTEAM Activities</p>	

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