


8th Grade Math Curriculum Bundle # 10

Title		Suggested Dates
Direct Variation, TAKS Review		March 22 – April 16 (19 days)

Big Idea/Enduring Understanding	Guiding Questions
Being able to solve a problem using different strategies is essential to mathematical understanding.	<ol style="list-style-type: none"> 1. How are mathematical ideas communicated? 2. Explain strategies used to determine the solution to given situations. 3. How do you evaluate the effectiveness of different representations to communicate ideas? 4. How can you choose the best type of representation for different situations?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See Note Above)	
<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>8.15A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models</p> <p><i>Note: Emphasize throughout bundles.</i></p>	<ul style="list-style-type: none"> • identify the appropriate situation for application of a mathematical concept • ability to explain the process and find the solution to any given problem 	<p><u>CMP2 Thinking with Math Models</u> Pearson Investigation 1 1.2 covers 8.15A 1.3 covers 8.15B</p>	<p><u>Region XIII 8th Sense</u> Objective 6 8.15A</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>8.15B evaluate the effectiveness of different representations to communicate ideas</p> <p><i>Note: Emphasize throughout bundles.</i></p>	<ul style="list-style-type: none"> • students generate multiple methods of problem solving and determine the most effective method 		

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<p>8.5 Patterns, relationships, and algebraic thinking. The student uses graphs, tables, and algebraic representations to make predictions and solve problems.</p> <p>8.5A predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations</p>	<ul style="list-style-type: none">• make predictions using data in a table or graph• real-world situations in which both an equation and the dependent variable are given and students solve for the independent variable <p>Ex. $C=20+0.07m$ where $c=27$ or $C=20+0.07m$ where $m=27$</p>		<p><u>Region XIII 8th Sense</u> Objective 2 8.5A</p>
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