Everest

2022 – 2023 Scope & Sequence
Grade 8 Pre-Algebra

Revised 5/10/2022

1st Quarter (44 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
1st: Aug 10-12 *(3 days)*	**Introduction/Assessment**	Assessment Policies & Procedures Behavior Expectations: CHAMPS	
2nd: Aug 15-19 *(5 days)*	**Unit 1 - Real Numbers**	TSWL: Rational Numbers Powers and Exponents Negative Exponents Scientific Notation Square Roots Estimation of Roots The Real Number System To Order Real Numbers	8.2(A) extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers 8.2(B) approximate the value of an irrational number, including and square roots of numbers less than 225, and locate that rational number approximation on a number line 8.2(C) convert between standard decimal notation and scientific notation 8.2(D) order a set of real numbers arising from mathematical and real-world contexts
3rd: Aug 22-26 *(3 days)*	**Unit - 1 Real Numbers**	TSWL: Rational Numbers Powers and Exponents Negative Exponents Scientific Notation Square Roots Estimation of Roots The Real Number System To Order Real Numbers	8.2(A) extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers 8.2(B) approximate the value of an irrational number, including and square roots of numbers less than 225, and locate that rational number approximation on a number line 8.2(C) convert between standard decimal notation and scientific notation 8.2(D) order a set of real numbers arising from mathematical and real-world contexts
4th: Aug 29- Sep 2 *(5 days)*	**Unit - 2 Similarity and Dilations**	TSWL: Properties of Similar Polygons Angle-Angle Similarity of Triangles Dilations The effects of changes in Dimensions Area and Perimeter of Similar Figures	8.3(A) generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation 8.3(B) compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane. 8.3(C) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two dimensional figures on a coordinate plane with the origin as the center of dilation 8.7 Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems 8.8(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles,

1st Quarter (44 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
			the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles 8.10(D) model the effect on linear and area measurements of dilated two dimensional shapes
5th: Sept 6-9 Labor Day Holiday on Monday 9/5 *(4 days)*	**Unit - 2 Similarity and Dilations**	TSWL: Properties of Similar Polygons Angle-Angle Similarity of Triangles Dilations The effects of changes in Dimensions Area and Perimeter of Similar Figures	8.3(A) generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation 8.3(B) compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane. 8.3(C) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two dimensional figures on a coordinate plane with the origin as the center of dilation 8.7 Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems 8.8(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles 8.10(D) model the effect on linear and area measurements of dilated two dimensional shapes
6th: Sept 12-16 *(5 days)*	**Unit - 2 Similarity and Dilations**	TSWL: Properties of Similar Polygons Angle-Angle Similarity of Triangles Dilations The effects of changes in Dimensions Area and Perimeter of Similar Figures	8.3(A) generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation 8.3(B) compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane. 8.3(C) use an algebraic representation to explain the effect of a given positive rational scale factor applied to two dimensional figures on a coordinate plane with the origin as the center of dilation 8.7 Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to solve problems 8.8(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of

1st Quarter (44 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
			triangles 8.10(D) model the effect on linear and area measurements of dilated two dimensional shapes
7th: Sept 19-22 PD Day Friday 9/23 *(4 days)*	**Unit - 3 Proportional Relationships and Slope**	TSWL: Constant Rate of Change Slope Slope and Similar Triangles Direct Variation Equations in y=mx+b Form Graphing Lines Using Intercepts To Write Linear Equations	8.4(A) use similar right triangles to develop an understanding that slope, m, given as the rate comparing the change in y-values to the change in x- values, $(y2 - y1) / (x2 - x1)$, is the same for any two points $(x1, y1)$ and $(x2, y2)$ on the same line 8.4(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship 8.4(C) use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems 8.5(A) represent linear proportional situations with tables, graphs, and equations in the form of y = kx 8.5(E) solve problems involving direct variation 8.5(F) distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form y = kx or y = mx + b, where b ≠ 0 8.8 Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations.
8th: Sept 26-30 *(5 days)*	**Unit - 3 Proportional Relationships and Slope**	TSWL: Constant Rate of Change Slope Slope and Similar Triangles Direct Variation Equations in y=mx+b Form Graphing Lines Using Intercepts To Write Linear Equations	8.4(A) use similar right triangles to develop an understanding that slope, m, given as the rate comparing the change in y-values to the change in x- values, $(y2 - y1) / (x2 - x1)$, is the same for any two points $(x1, y1)$ and $(x2, y2)$ on the same line 8.4(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship 8.4(C) use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems 8.5(A) represent linear proportional situations with tables, graphs, and equations in the form of y = kx 8.5(E) solve problems involving direct variation 8.5(F) distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form y = kx or y = mx + b, where b ≠ 0

1st Quarter (44 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
			8.8 Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations.
9th: Oct 3-7 *(5 days)*	**Unit - 3 Proportional Relationships and Slope**	TSWL: Constant Rate of Change Slope Slope and Similar Triangles Direct Variation Equations in y=mx+b Form Graphing Lines Using Intercepts To Write Linear Equations	8.4(A) use similar right triangles to develop an understanding that slope, m, given as the rate comparing the change in y-values to the change in x- values, $(y2 - y1) / (x2 - x1)$, is the same for any two points $(x1, y1)$ and $(x2, y2)$ on the same line 8.4(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship 8.4(C) use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems 8.5(A) represent linear proportional situations with tables, graphs, and equations in the form of y = kx 8.5(E) solve problems involving direct variation 8.5(F) distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form y = kx or y = mx + b, where b ≠ 0 8.8 Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations.
10th: Oct 10-14 *(5 days)*	**Unit - 4 Functions**	TSWL: To Represent Relationships Algebraic Relations Functions Linear Functions Proportional and Nonproportional Functions To Write Equations of Functions	8.4(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship 8.5(A) represent linear proportional situations with tables, graphs, and equations in the form of y = kx 8.5(B) represent linear non-proportional situations with tables, graphs, and equations in the form of y = mx + b, where b ≠ 0 8.5(G) identify functions using sets of ordered pairs, tables, mappings, and graphs 8.5(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems 8.5(I) write an equation in the form y = mx + b to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations

2nd Quarter (45 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
1st: Oct 17-21 *(5 days)*	**Unit - 4 Functions**	TSWL: To Represent Relationships Algebraic Relations Functions Linear Functions Proportional and Nonproportional Functions To Write Equations of Functions	8.4(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship 8.5(A) represent linear proportional situations with tables, graphs, and equations in the form of y = kx 8.5(B) represent linear non-proportional situations with tables, graphs, and equations in the form of y = mx + b, where b ≠ 0 8.5(G) identify functions using sets of ordered pairs, tables, mappings, and graphs 8.5(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems 8.5(I) write an equation in the form y = mx + b to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations
2nd: Oct 24-28 *(5 days)*	**Unit - 4 Functions**	TSWL: To Represent Relationships Algebraic Relations Functions Linear Functions Proportional and Nonproportional Functions To Write Equations of Functions	8.4(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship 8.5(A) represent linear proportional situations with tables, graphs, and equations in the form of y = kx 8.5(B) represent linear non-proportional situations with tables, graphs, and equations in the form of y = mx + b, where b ≠ 0 8.5(G) identify functions using sets of ordered pairs, tables, mappings, and graphs 8.5(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems 8.5(I) write an equation in the form y = mx + b to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations
3rd: Nov 1-4 **PT Conf Mon 10/31** *(4 days)*	**Unit - 4 Functions**	TSWL: To Represent Relationships Algebraic Relations Functions Linear Functions Proportional and Nonproportional Functions To Write Equations of Functions	8.4(B) graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship 8.5(A) represent linear proportional situations with tables, graphs, and equations in the form of y = kx 8.5(B) represent linear non-proportional situations with tables, graphs, and equations in the form of y = mx + b, where b ≠ 0

2nd Quarter (45 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
			8.5(G) identify functions using sets of ordered pairs, tables, mappings, and graphs 8.5(H) identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems 8.5(I) write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations
4th: Nov 5-9 *(5 days)*	**Unit - 5 Triangles and the Pythagorean Theorem**	TSWL: Parallel Lines & Angle Relationships Angle Sum Theorem Exterior Angles of Triangles The Pythagorean Theorem Distance on the Coordinate Plane	8.6(C) use models and diagrams to explain the Pythagorean theorem 8.7(C) use the Pythagorean theorem and its converse to solve problems 8.7(D) determine the distance between two points on a coordinate plane using the Pythagorean theorem 8.8(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles
5th: Nov 7-11 *(5 days)*	**Unit - 5 Triangles and the Pythagorean Theorem**	TSWL: Parallel Lines & Angle Relationships Angle Sum Theorem Exterior Angles of Triangles The Pythagorean Theorem Distance on the Coordinate Plane	8.6(C) use models and diagrams to explain the Pythagorean theorem 8.7(C) use the Pythagorean theorem and its converse to solve problems 8.7(D) determine the distance between two points on a coordinate plane using the Pythagorean theorem 8.8(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles
6th: Nov 14-18 *(2 days)*	**Unit - 5 Triangles and the Pythagorean Theorem**	TSWL: Parallel Lines & Angle Relationships Angle Sum Theorem Exterior Angles of Triangles The Pythagorean Theorem Distance on the Coordinate Plane	8.6(C) use models and diagrams to explain the Pythagorean theorem 8.7(C) use the Pythagorean theorem and its converse to solve problems 8.7(D) determine the distance between two points on a coordinate plane using the Pythagorean theorem 8.8(D) use informal arguments to establish facts about the angle sum and exterior angle of triangles, the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles

2nd Quarter (45 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
7th: Nov 21-25 Thanksgiving *(0 days)*	**Thanksgiving Holiday**		
8th: Nov 28-Dec 2 *(5 days)*	**Unit - 6 Equations and Inequalities**	TSWL: To Solve Two Step Equations To Write Two Step Equations To Solve Multi-Step Equations To Solve Inequalities To Write Inequalities To Solve Simultaneous Linear Equations	8.8(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants 8.8(B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants 8.8(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants 8.9 Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations.
9th: Dec 5-9 *(5 days)*	**Unit - 6 Equations and Inequalities**	TSWL: To Solve Two Step Equations To Write Two Step Equations To Solve Multi-Step Equations To Solve Inequalities To Write Inequalities To Solve Simultaneous Linear Equations	8.8(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants 8.8(B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants 8.8(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants 8.9 Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations.
10th: Dec 12-16 *(5 days)*	**Unit - 6 Equations and Inequalities**	TSWL: To Solve Two Step Equations To Write Two Step Equations To Solve Multi-Step Equations To Solve Inequalities	8.8(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants 8.8(B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both

2nd Quarter (45 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
		To Write Inequalities To Solve Simultaneous Linear Equations	sides of the equal sign using rational number coefficients and constants 8.8(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants 8.9 Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to develop foundational concepts of simultaneous linear equations.

3rd Quarter (42 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
1st : Jan 4- 6 **Tues 1/3 PD Day** *(3 days)*	**Unit - 7 Connect Algebra to Geometry**	TSWL: Volume of Cylinders Volume of Cones Volume of Spheres Surface Area of Prisms Surface Area of Cylinders Changes in Dimensions	8.7(A) solve problems involving the volume of cylinders, cones, and spheres 8.7(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders 8.6(A) describe the volume formula V = Bh of a cylinder in terms of its base area and its height 8.6(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas
2nd: Jan 9- 13 *(5 days)*	**Unit - 7 Connect Algebra to Geometry**	TSWL: Volume of Cylinders Volume of Cones Volume of Spheres Surface Area of Prisms Surface Area of Cylinders Changes in Dimensions	8.7(A) solve problems involving the volume of cylinders, cones, and spheres 8.7(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders 8.6(A) describe the volume formula V = Bh of a cylinder in terms of its base area and its height

3rd Quarter (42 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
			8.6(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas
3rd : Jan 16- 20 Mon 1/16 MLK Holiday *(4 days)*	**Unit - 7 Connect Algebra to Geometry**	TSWL: Volume of Cylinders Volume of Cones Volume of Spheres Surface Area of Prisms Surface Area of Cylinders Changes in Dimensions	8.7(A) solve problems involving the volume of cylinders, cones, and spheres 8.7(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders 8.6(A) describe the volume formula V = Bh of a cylinder in terms of its base area and its height 8.6(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas
4th : Jan 23- 27 *(5 days)*	**Unit - 7 Connect Algebra to Geometry**	TSWL: Volume of Cylinders Volume of Cones Volume of Spheres Surface Area of Prisms Surface Area of Cylinders Changes in Dimensions	8.7(A) solve problems involving the volume of cylinders, cones, and spheres 8.7(B) use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders 8.6(A) describe the volume formula V = Bh of a cylinder in terms of its base area and its height 8.6(B) model the relationship between the volume of a cylinder and a cone having both congruent bases and heights and connect that relationship to the formulas
5th: Jan 30 - Feb 3 *(5 days)*	**Unit - 8 Transformations and Congruence**	TSWL: Translation Reflection Rotation Congruence Congruence and Transformations	8.10(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two dimensional shapes on a coordinate plane 8.10(B) differentiate between transformations that preserve congruence and those that do not 8.10(C) explain the effect of translations, reflections over the x or y axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two dimensional shapes on a coordinate plane using an algebraic representation
6th: Feb 6- 10 *(5 days)*	**Unit - 8 Transformations and Congruence**	TSWL: Translation Reflection Rotation	8.10(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two dimensional shapes on a coordinate plane 8.10(B) differentiate between transformations that preserve

3rd Quarter (42 Days)			
Resources:			

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
		Congruence Congruence and Transformations	congruence and those that do not 8.10(C) explain the effect of translations, reflections over the x or y axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two dimensional shapes on a coordinate plane using an algebraic representation
7th: Feb 13- 17 *(4 days)*	**Unit - 8 Transformations and Congruence**	TSWL: Translation Reflection Rotation Congruence Congruence and Transformations	8.10(A) generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two dimensional shapes on a coordinate plane 8.10(B) differentiate between transformations that preserve congruence and those that do not 8.10(C) explain the effect of translations, reflections over the x or y axis, and rotations limited to 90°, 180°, 270°, and 360° as applied to two dimensional shapes on a coordinate plane using an algebraic representation
8th : Feb 20- 24 **Mon 2/20 District PD** *(4 days)*	**Unit - 9 Scatterplots and Data Analysis**	TSWL: Scatterplots and Associations Trend Lines to Make Predictions Descriptive Statistics Mean Absolute Deviation To Analyze Data Distribution Random Samples	8.5(C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation 8.5(D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions 8.11(A) construct a scatterplot and describe the observed data to address questions of association such as linear, nonlinear, and no association between bivariate data 8.11(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points 8.11(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected
9th: Feb 27 – Mar3 *(5 days)*	**Unit - 9 Scatterplots and Data Analysis**	TSWL: Scatterplots and Associations Trend Lines to Make Predictions Descriptive Statistics Mean Absolute Deviation To Analyze Data Distribution Random Samples	8.5(C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation 8.5(D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions 8.11(A) construct a scatterplot and describe the observed data to address questions of association such as linear, nonlinear, and no association between bivariate data

3rd Quarter (42 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
			8.11(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points 8.11(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected
10th: 1st: Mar 6- 10 *(5 days)*	**Unit - 9 Scatterplots and Data Analysis**	TSWL: Scatterplots and Associations Trend Lines to Make Predictions Descriptive Statistics Mean Absolute Deviation To Analyze Data Distribution Random Samples	8.5(C) contrast bivariate sets of data that suggest a linear relationship with bivariate sets of data that do not suggest a linear relationship from a graphical representation 8.5(D) use a trend line that approximates the linear relationship between bivariate sets of data to make predictions 8.11(A) construct a scatterplot and describe the observed data to address questions of association such as linear, nonlinear, and no association between bivariate data 8.11(B) determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points 8.11(C) simulate generating random samples of the same size from a population with known characteristics to develop the notion of a random sample being representative of the population from which it was selected

4th Quarter (49 Days)			
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
	Spring Break		
1st: Mar 20- 24 3/23 Ramadan Begins *(5 days)*	**Unit - 10 Financial Literacy**	TSWL: Loans and Interest Rates Savings and Interest Shopping: Payment Methods Financial Responsibility Saving for College	8.12(A) solve real world problems comparing how interest rate and loan length affect the cost of credit 8.12(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator 8.12(C) explain how small amounts of money invested regularly, including money saved for college and retirement,

2022 – 2023 Scope & Sequence
Grade 8 Pre-Algebra

Revised 5/10/2022

	4th Quarter (49 Days)		
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
			grow over time 8.12(D) calculate and compare simple interest and compound interest earnings 8.12(E) identify and explain the advantages and disadvantages of different payment methods 8.12(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of irresponsibility 8.12(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college
2nd: Mar 27 - 31 *(5 days)*	**Unit - 10 Financial Literacy**	TSWL: Loans and Interest Rates Savings and Interest Shopping: Payment Methods Financial Responsibility Saving for College	8.12(A) solve real world problems comparing how interest rate and loan length affect the cost of credit 8.12(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator 8.12(C) explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time 8.12(D) calculate and compare simple interest and compound interest earnings 8.12(E) identify and explain the advantages and disadvantages of different payment methods 8.12(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of irresponsibility 8.12(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college
3rd: Apr 3- 7 *(5 days)*	**Unit - 10 Financial Literacy**	TSWL: Loans and Interest Rates Savings and Interest Shopping: Payment Methods Financial Responsibility Saving for College	8.12(A) solve real world problems comparing how interest rate and loan length affect the cost of credit 8.12(B) calculate the total cost of repaying a loan, including credit cards and easy access loans, under various rates of interest and over different periods using an online calculator 8.12(C) explain how small amounts of money invested regularly, including money saved for college and retirement,

	4th Quarter (49 Days)		
Resources:			
Week	**Unit/Lesson**	**Learning Objectives**	**Reporting Categories (TEKS SEs)**
			grow over time 8.12(D) calculate and compare simple interest and compound interest earnings 8.12(E) identify and explain the advantages and disadvantages of different payment methods 8.12(F) analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of irresponsibility 8.12(G) estimate the cost of a two-year and four-year college education, including family contribution, and devise a periodic savings plan for accumulating the money needed to contribute to the total cost of attendance for at least the first year of college
4th: Apr 10- 14 Fri 4/14 Ramadan break starts *(4 days)*	Review		
5th: April 17- 21 Ramadan / Eid Break *(0 days)*	Eid		
6th: Apr 24- 28 *(5 days)*	Review		
7th: May 1- 5 *(5 days)*	STAAR		
8th: May 8- 12 *(5 days)*	STAAR		
9th: May 15- 19 *(5 days)*	Final Benchmark		
10th: May 22- 26 5/26 Last Day of School *(5 days)*			