Essential TEKS Map- 2021/2022
Content Group
Grade Level Math

| $\begin{gathered} \text { Reporting } \\ \text { Category and } \\ \text { TEKs } \end{gathered}$ | TEK Descriptor | 1 1st Nine Weeks |  |  |  |  |  |  |  |  | 2nd Nine Weeks |  |  |  |  |  |  |  |  | 3rd Nine Weeks |  |  |  |  |  |  |  |  |  | 4th Nine Weeks |  |  |  |  |  |  |  |  |  |
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|  |  | PR1 |  |  | PR2 |  |  | RC1 |  |  | PR3 |  |  | PR4 |  |  | RC2 |  |  | PR1 |  |  | PR2 |  |  | RC3 |  |  |  | PR3 |  |  | PR4 |  |  | RC4 |  |  |  |
|  |  | $\begin{gathered} 1- \\ 8 / 11-1 \\ 8 / 14 \\ \hline \end{gathered}$ | $\begin{aligned} & 2- \\ & 8 / 16- \\ & 8 / 20 \end{aligned}$ | $\begin{array}{\|c\|c\|} \hline 8-23- \\ 8 / 23 \\ 8 / 27 \end{array}$ | $\begin{gathered} 4- \\ 8 / 30- \\ 9 / 3 \end{gathered}$ | $\begin{array}{\|l\|l\|} \hline 5- \\ 997.7 \\ 9 / 11 \end{array}$ | $\begin{gathered} 6- \\ 9 / 13-13-7 \\ 9 / 17 \end{gathered}$ | $\begin{gathered} 7- \\ 9 / 21- \\ 9 / 24 \end{gathered}$ | $\begin{gathered} 8- \\ 9 / 27-1 \\ 10 / 1 \end{gathered}$ | $\begin{gathered} 9- \\ 10 / 4- \\ 10 / 8 \end{gathered}$ | $\begin{array}{\|c\|} \hline 10- \\ 10 / 12 \\ 10 / 15 \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline 11- \\ 10 / 18 \\ 10 / 22 \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline 12- \\ 10 / 25 \\ 10 / 29 \\ \hline \end{array}$ | $\begin{gathered} 13- \\ 11 / 1 /- \\ 11 / 5 \end{gathered}$ | $\begin{array}{\|l\|} \hline 14 . \\ 11 / 8- \\ 11 / 12 \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline 15- \\ 11 / 15 \\ 11 / 19 \\ \hline \end{array}$ | $\begin{array}{c\|} \hline 16- \\ 11 / 29 \\ -12 / 3 \end{array}$ | $\begin{array}{\|l\|l\|} \hline 17- \\ 12 / 6- \\ 12 / 10 \end{array}$ | $\begin{array}{\|c\|} \hline 18-1 \\ 12 / 13 \\ 12 / 17 \\ \hline \end{array}$ | $\begin{array}{\|l\|l\|} \hline 19-1 \\ 1 / 4 . \\ 1 / 7 \end{array}$ | $\begin{gathered} 20- \\ 11 / 10- \\ 1 / 14 \end{gathered}$ | $\begin{gathered} 21 . \\ 1 / 18-1 \\ 1 / 21 \end{gathered}$ | $\begin{aligned} & 22- \\ & 1 / 24- \\ & 1 / 28 \end{aligned}$ | $\begin{gathered} 23- \\ 1 / 31- \\ 2 / 4 \\ \hline \end{gathered}$ | $\begin{aligned} & 24- \\ & 247 \\ & 2 / 11 \end{aligned}$ | $\begin{array}{\|c\|c\|} \hline 25-1 \\ 2 / 14- \\ 2 / 18 \end{array}$ | $\begin{gathered} 26- \\ \begin{array}{c} 2 / 22- \\ \\ 2 / 25 \end{array} \end{gathered}$ | $\underset{\substack{2728-\\ 27 / 4 \\ 3}}{\substack{2 \\ \hline}}$ | $\begin{aligned} & 28 . \\ & \begin{array}{l} 3 / 7 \\ 3 / 10 \end{array} \end{aligned}$ | $\begin{array}{\|l\|l\|} \hline 2929-1 \\ 3 / 21-2 \end{array}$ | $\begin{gathered} 30- \\ 3 / 28- \\ 4 / 1 \end{gathered}$ | $\begin{array}{\|c\|} \hline 31- \\ 4 / 4-8 \\ 4 / 8 \end{array}$ | $\begin{array}{\|c} 32- \\ 4 / 11-1 \\ 4 / 14 \end{array}$ | $\begin{gathered} 33- \\ 4 / 48 \\ 4 / 28 \end{gathered}$ | $\begin{gathered} 34- \\ 4 / 25- \\ 4 / 29 \end{gathered}$ | $\begin{array}{\|l\|l\|} \hline 35-2- \\ 5 / 2-6 \\ 5 / 6 \end{array}$ | $\begin{array}{\|l\|l\|} \hline 369 . \\ 5 / 9.13 \\ 5 / 13 \end{array}$ | $\begin{array}{\|c\|c\|} \hline 37-1 \\ 5 / 16- \\ 5 / 20 \end{array}$ | $\begin{array}{\|c\|c\|} \hline 38- \\ 5 / 23- \\ 5 / 24- \\ \hline \end{array}$ |
|  |  |  |  | ULL |  | ${ }_{\substack{\text { Labor } \\ \text { Day }}}$ |  | PD Day |  |  | PD Day |  |  | ${ }_{\text {arection }}^{\text {Day }}$ |  | UIL (6) |  |  | $\underset{\substack{\text { ORA, } \\ \text { Reciu } \\(\text { (GOLL) }}}{ }$ | PD Day |  | $\begin{gathered} \text { MLK } \\ \text { ULi( } \end{gathered}$ |  |  | ULI(6) |  | ${ }_{\substack{\text { Pres. } \\ \text { Day }}}$ | $\begin{array}{\|c} \begin{array}{c} \text { TELPA } \\ \text { sWeek } \end{array} \end{array}$ |  |  |  | UL(G) | $\underbrace{\text { a }}_{\substack{\text { Good } \\ \text { Friday }}}$ |  | ULI(6) | staAr | StaAR |  |  |
| RC 1 | Numeric Reps \& Relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.2D | Order a set of real numbers arising from mathematical and real-world contexts. | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| RC 2 | Computations \& Alg. Relationships |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.4B | Graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship. |  |  |  | $x$ | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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. |  |  |  | $x$ | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.56 | Identify functions using sets of ordered pairs, <br> tables, mappings, and graphs. |  |  |  |  |  |  | x | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.51 | Write an equation in the form $y=m x$ <br> +b to model <br> a linear relationship between two quantities using <br> verbal, numerical, tabular, and graphical representations. |  |  |  |  |  |  | x | x | x | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Model and solve one-variable
equations with
variables on both sides of the equal ables on both sides of the equal
sign that represent mathematical and realWorld probiems
Geometry \& Measurement
Use an algebraic representation effect of a given positive rational 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 Solve problems involving the volume
of cylinders. of cylinders,
cones, and spheres
Use previous knowledge of surface area to make connections to the formulas for
lateral and total surface area and determine solutions problems involving rectangular prisms, triangular prisms, and cylinders. Use the Pythagorean Theorem and
its converse its converse
to solve problems. Explain the effect of translations, reflections over
the $x$ - or $y$-axis, and rotations limited the $x$ - or $y$-axis, and rotations limited
to $90^{\circ}, 180^{\circ}$,
an algeerraic
representation.


| Resource Group | Resource Name | Notes |
| :---: | :---: | :---: |
| TEKS | TEKS |  |
| TEKS | IEKS Vertical Alignment |  |
| District | MISD Curriculum Documents | 20-21 Link included, feel free to update or add other links |
| TEA | TEA Blueprint | *Labeled Algebra, but it is the correct doc |
| TEA | TEA Performance Level Descriptors | *Labeled Grade 5, but it is the correct doc |
| Lead4ward | Lead4ward Snapshot |  |
| Lead4ward | Lead4ward IQ Analysis | Click on your content and grade level, then drill down based on needed TEK data |
| Lead4ward | Fequency Distribution |  |
| Lead4ward | Academic Vocabulary |  |
| Lead4ward | Instructional Strategies Playlist |  |
| Lead4ward | 8th Math Scaffold | Blueprint with Readiness/Supporting |
| STAAR | Released STAAR Tests |  |
| STAAR | All Students- Previous STAAR Data | Includes all students' STAAR data from Eduphoria (Does not include new enrollees) |
| STAAR | Interim TEKS |  |
| STAAR | Eduphoria Leadership Report | Includes 2019 STAAR, Interim, and 2021 STAAR |
| STAAR | New Question Types | Click the link for your test to practice the new question types |

## Content Group Mat trade Level sith

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| 8.20 | Order a set of real numbers <br> arising from mathematical a <br> real-world context | 8/16/21 | 8/20 uwiz |
| :---: | :---: | :---: | :---: |
| 8.4 B |  | 8/30/21 | 9/3 Quiz |
| 8.40 |  | 8/30/21 | 9/10 Quiz |
| ${ }^{8.51}$ |  | 9/22/21 | 9/30 Quiz |
| ${ }^{8.56}$ |  | 9/27/21 | 10/15 quiz |



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Magnolia Junior tigh




