CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Clever Counting	1.1 Making Faces 1.2 Checking Plate Numbers 2.1 Pushing Buttons 2.2 Dialing Combinations 2.3 Increasing Security 3.1 Making Rounds 4.1 Playing Dominoes	8.02.(B) add, subtract, multiply, and divide rational numbers in problem situations	
Clever Counting	2.3 Increasing Security	8.04.The student is expected to generate a different representation given one representation of data such as a table, graph, equation, or verbal description.	
Clever Counting	2.3 Increasing Security	8.05.(A) estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations	
Clever Counting	3.1 Making Rounds 4 ACE (4) 5.1 Follow-up	8.11.(B) use theoretical probabilities and experimental results to make predictions and decisions	
Clever Counting	3.2 Networking 3.3 Designing Networks	8.11.(C) select and use different models to simulate an event	
Frogs, Fleas, and Painted Cubes	2.1 Trading Land	8.02.(B) add, subtract, multiply, and divide rational numbers in problem situations	
Frogs, Fleas and Painted Cubes	2.1 Follow-up 3.1 Follow-up 4.1 Follow-up 4.2 Follow-up 4.3 Putting It All Together 5.2 Follow-up	8.03.(A) compare and contrast proportional and non-proportional relationships	

CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Frogs, Fleas and Painted Cubes	1.1 Staking a Claim 1.3 Writing an Equation 2.1 Trading Land 2.2 Changing One Dimension 2.3 Changing Both Dimensions 3.1 Counting Handshakes 3.2 Exploring Triangular Numbers 4.1 Tracking a Ball 4.2 Measuring Jumps 4.3 Putting It All Together 5.1 Analyzing Cube Puzzles 5.2 Exploring Painted Cube Patterns	8.04.The student is expected to generate a different representation given one representation of data such as a table, graph, equation, or verbal description.	
Frogs, Fleas and Painted Cubes	1.1 Staking a Claim 1.2 Reading a Graph 1.3 Writing an Equation 2.1 Trading Land 2.2 Changing One Dimension 3.1 Counting Handshakes 3.2 Exploring Triangular Numbers 4.1 Tracking a Ball 4.2 Measuring Jumps 5.1 Analyzing Cube Puzzles 5.2 Exploring Painted-Cubes Patterns	8.05.(A) estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations	
Frogs, Fleas and Painted Cubes	2.1 Trading Land 3.1 Counting Handshakes 3.2 Exploring Triangular Numbers	8.05.(B) use an algebraic expression to find any term in a sequence	
Frogs, Fleas and Painted Cubes	1.1 Staking a Claim	8.07.(B) use geometric concepts and properties to solve problems in fields such as art and architecture	
Frogs, Fleas, and Painted Cubes	5 ACE (9-10)	8.08.(C) estimate answers and use formulas to solve application problems involving surface area and volume	

CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Frogs, Fleas and Painted Cubes	Inv. 1.1 Staking a Claim Inv. 1.2 Reading a Graph Inv. 1.3 Writing an Equation	8.10.(A) describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally	This is also covered in the 6th grade unit Covering and Surrounding. The investigations in Frogs, Fleas and Painted Cubes cover changes in dimensions that are both proportional and non-proportional.
Frogs, Fleas and Painted Cubes	5 ACE (9)	8.10.(B) describe the resulting effect on volume when dimensions of a solid are changed proportionally	
Frogs, Fleas, and Painted Cubes	3.1 Counting Handshakes	8.11.(C) select and use different models to simulate an event	
Growing, Growing, Growing	3.1 Follow-up 3.2 Investing for the Future 3.3 Making a Difference 4.1 Making Smaller Ballots 4.2 Follow-up	8.01.(B) select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships	
Growing, Growing, Growing	1.2 Requesting A Reward 1.3 Making a New Offer 2.1 Getting Costs in Line 2.2 Listening to the Queen 2.3 Growing Mold 3.1 Reproducing Rabbits	8.01.(D) express numbers in scientific notation, including negative exponents, in appropriate problem situations using a calculator	Embedded throughout the curriculum.
Growing, Growing, Growing	1.1 Making Ballots 1.2 Requesting a Reward	8.02.(A) select and use appropriate operations to solve problems and justify the selections	
Growing, Growing, Growing	1.1 Making Ballots 1.2 Requesting a Reward 3.1 Reproducing Rabbits 3.2 Investing for the Future 3.3 Making a Difference	8.02.(B) add, subtract, multiply, and divide rational numbers in problem situations	

CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Growing, Growing, Growing	1.1 Making Ballots 1.2 Requesting a Reward 1.3 Making a New Offer 2.1 Getting Costs in Line 2.2 Listening to the Queen 2.3 Growing Mold	8.03.(A) compare and contrast proportional and non-proportional relationships	
Growing, Growing, Growing	2.1 Follow-up 2.2 Follow-up 3.1 Reproducing Rabbits 3.2 Investing for the Future 3.3 Making a Difference 4.1 Making Smaller Ballots 4.2 Fighting Fleas 4.3 Exploring Exponential Equations 4.4 Cooling Water	8.03.(B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates	
Growing, Growing, Growing	1.2 Follow-up 1.3 Making a New Offer 2.1 Getting Costs in Line 2.2 Listening to the Queen 2.3 Growing Mold 3.1 Reproducing Rabbits 3.2 Investing for the Future 3.3 Making a Difference 4.1 Follow-up 4.2 Fighting Fleas 4.4 Cooling Water	8.04.The student is expected to generate a different representation given one representation of data such as a table, graph, equation, or verbal description.	

CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Growing, Growing Growing	1.1 Making Ballots 1.2 Requesting a Reward 1.3 Making a New Offer 2.1 Getting Costs in Line 2.2 Listening to the Queen 2.3 Growing Mold 3.1 Reproducing Rabbits 3.2 Investing in the Furture 3.3 Making a Difference 4.1 Making Smaller Ballots 4.2 Fighting Fleas 4.4 Cooling Water	8.05.(A) estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations	
Growing, Growing, Growing	1.2 Requesting a Reward 1.3 Making a New Offer 2.1 Getting Costs in Line 2.2 Listening to the Queen 3.1 Reproducing Rabbit 3.3 Making a Difference 4.4 Cooling Water	8.05.(B) use an algebraic expression to find any term in a sequence	
Growing, Growing, Growing	3 ACE (11) 4 ACE (4)	8.06.(A) generate similar shapes using dilations including enlargements and reductions	This is covered in the 7th grade unit Stretching and Shrinking. It is applied in Comparing and Scaling, Filling and Wrapping, and Growing, Growing, Growing.
Kaleidoscopes, Hubcaps, and Mirrors	2 ACE (21-22) 3.1 Writing Rules for Reflections 3.2 Writing Rules for Translations	8.06.(B) graph dilations, reflections, and translations on a coordinate plane	Note: not dilations, just reflections and translations.
Kaleidoscopes, Hubcaps, and Mirrors	Unit Project: Creating Tessellations	8.07.(B) use geometric concepts and properties to solve problems in fields such as art and architecture	
Kaleidoscopes, Hubcaps, and Mirrors	3.1 Writing Rules for Reflections 3.2 Writing Rules for Translations 3.3 Writing Rules for Rotations	8.07.(D) locate and name points on a coordinate plane using ordered pairs of rational numbers	

CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Looking for Pythagoras	2.2 Follow-up 2.3 Finding Lengths 2 ACE 3.1 Follow-up 3.2 Follow-up 3.3 Follow-up 4.1 Stopping Sneaky Sally 4.2 Analyzing Triangles 4.3 Finding the Perimeter 5.1 Follow-up	8.01.(C) approximate (mentally and with calculators) the value of irrational numbers as they arise from problem situations (pi, the square root of two)	
Looking for Pythagoras	4.3 Finding the Perimeter 4 ACE	8.02.(A) select and use appropriate operations to solve problems and justify the selections	
Looking for Pythagoras	4.3 Finding the Perimeter 4 ACE	8.02.(B) add, subtract, multiply, and divide rational numbers in problem situations	
Looking for Pythagoras	1.3 Planning Parks 3.4 Follow-up 3 ACE (27) 4.1 Stopping Sneaky Sally	8.07.(B) use geometric concepts and properties to solve problems in fields such as art and architecture	
Looking for Pythagoras	1.2 Planning Emergency Routes 3.1 Discovering the Pythagorean Theorem 3.2 Puzzling Through a Proof 3.3 Finding Distances 3.4 Measuring the Egyptian Way	8.07.(C) use pictures or models to demonstrate the Pythagorean Theorem	
Looking for Pythagoras	1.1 Driving Around Euclid 1.2 Planning Emergency Routes 1.3 Planning Parks	8.07.(D) locate and name points on a coordinate plane using ordered pairs of rational numbers	
Looking for Pythagoras	3 ACE (8-11, 27) 4.1 Stopping Sneaky Sally 4 ACE	8.09.(A) use the Pythagorean Theorem to solve real-life problems	
Samples and Populations	2.1 Asking About Honesty	8.01.(B) select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships	

CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Samples and Populations	2.1 Asking about Honesty	8.02.(B) add, subtract, multiply, and divide rational numbers in problem situations	
Samples and Populations	4.2 Simulating Cookies	8.11.(B) use theoretical probabilities and experimental results to make predictions and decisions	
Samples and Populations	3.2 Selecting a Random Sample 3.3 Choosing a Sample Size 4.2 Simulating Cookies	8.11.(C) select and use different models to simulate an event	
Samples and Populations	1.1 Comparing Quality Ratings 1.3 Comparing Prices 3.2 Selecting a Random Sample 3.3 Choosing a Sample Size 4.1 Solving an Archaelogical Mystery 4.2 Simulating Cookies	8.12.(A) select the appropriate measure of central tendency to describe a set of data for a particular purpose	
Samples and Populations	1.5 Comparing Quality and Price	8.12.(B) draw conclusions and make predictions by analyzing trends in scatterplots	
Samples and Populations	4.2 Simulating Cookies	8.12.(C) construct circle graphs, bar graphs, and histograms, with and without technology	
Samples and Populations	2.1 Asking About Honesty 2.2 Selecting a Sample 2.3 Asking the Right Questions 3.2 Selecting a Random Sample 3.3 Choosing a Sample Size 4.1 Solving an Archaeological Mystery	8.13.(A) evaluate methods of sampling to determine validity of an inference made from a set of data	
Samples and Populations	1.3 Comparing Prices 1.4 Making a Quality Choice 1.5 Comparing Quality and Price 2.1 Asking About Honesty 4.1 Solving an Archaeological Mystery	8.13.(B) recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis	
Say It with Symbols	1.1 Follow-up	8.01.(B) select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships	

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8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Say It with Symbols	2.3 Diving In	8.02.(A) select and use appropriate operations to solve problems and justify the selections	
Say It with Symbols	1.1 Adding and Multiplying 1.2 Dividing 1.3 Working with Exponents 2.3 Diving In 3.1 Walking Together 3.2 Estimating Profit 4.1 Comparing Costs 4.2 Solving Linear Equations 4.3 Reasoning with Symbols 4.4 Solving Quadratic Equations	8.02.(B) add, subtract, multiply, and divide rational numbers in problem situations	
Say It with Symbols	1.1 Adding and Multiplying	8.02.(C) evaluate a solution for reasonableness	Also see “Think about this!” in 1.1.
Say It with Symbols	1.1 Adding and Multiplying 1.2 Dividing 3.1 Walking Together 3.2 Estimating Profit 4.1 Comparing Costs	8.02.(D) use multiplication by a constant factor (unit rate) to represent proportional relationships; for example, the arm span of a gibbon is about 1.4 times its height, a = 1.4h	
Say It with Symbols	1.1 Adding and Multiplying 1.2 Dividing 3.1 Walking Together 3.2 Estimating Profit 4.1 Comparing Costs	8.03.(B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates	
Say It with Symbols	1.3 Working with Exponents 2.1 Tiling Pools 2.2 Follow-up 3.1 Walking Together 3.3 Finding the Area of a Trapezoid 3.4 Writing Quadratic Expressions 4.1 Comparing Costs 4.3 Follow-up 5.1 Stacking Rods	8.04.The student is expected to generate a different representation given one representation of data such as a table, graph, equation, or verbal description.	

CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Say It with Symbols	1.1 Adding and Multiplying 1.2 Dividing 1.3 Working with Exponents 2.1 Tiling Pools 3.1 Walking Together 4.1 Comparing Costs 5.1 Stacking Rods	8.05.(A) estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations	
Say It with Symbols	5.1 Stacking Rods	8.08.(A) find surface area of prisms and cylinders using concrete models and nets (two-dimensional models)	
Say It with Symbols	1 ACE (34-39) 5.1 Stacking Rods	8.08.(C) estimate answers and use formulas to solve application problems involving surface area and volume	
Thinking with Mathematical Models	3.1 Earning Interest 3.2 Pouring Water	8.01.(B) select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships	
Thinking with Mathematical Models	2.3 Testing Whether Driving Fast Pays	8.02.(A) select and use appropriate operations to solve problems and justify the selections	
Thinking with Mathematical Models	1.3 Finding Equation Models 1.4 Follow-up 1.5 Writing Equations for Lines 2.2 Follow-up 2.3 Testing Whether Driving Fast Pays 3.1 Earning Interest 3.2 Pouring Water	8.02.(B) add, subtract, multiply, and divide rational numbers in problem situations	
Thinking with Mathematical Models	1.3 Finding Equation Models	8.02.(D) use multiplication by a constant factor (unit rate) to represent proportional relationships; for example, the arm span of a gibbon is about 1.4 times its height, a = 1.4h	
Thinking with Mathematical Models	1.3 Follow-up 1.5 Writing Equations for Lines 2.1 Testing Bridge Lengths 2.2 Keeping Things Balanced 3.1 Follow-up 3.2 Follow-up	8.03.(A) compare and contrast proportional and non-proportional relationships	

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8th Grade

CMP Unit	Investigation	TEKS Description	Notes
Thinking with Mathematical Models	3.1 Earning Interest	8.03.(B) estimate and find solutions to application problems involving percents and proportional relationships such as similarity and rates	
Thinking with Mathematical Models	1.1 Testing Paper Bridges 1.3 Finding Equation Models 1.4 Setting the Right Price 1.5 Writing Equation for Lines 2.1 Testing Bridge Lengths 2.2 Keeping Things Balanced 2.3 Testing Whether Driving Fast Pays 3.1 Follow-up 3.2 Pouring Water 4.1 Modeling Real-Life Events 4.2 Writing Stories to Match Graphs 4.3 Exploring Graphs	8.04.The student is expected to generate a different representation given one representation of data such as a table, graph, equation, or verbal description.	
Thinking with Mathematical Models	1.1 Testing Paper Bridges 1.2 Drawing Graph Models 1.4 Setting the Right Price 2.1 Nonlinear Models 2.2 Keeping Things Balanced 3.1 Earning Interest 3.2 Pouring Water	8.05.(A) estimate, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations	
Thinking with Mathematical Models	1.1 Testing Paper Bridges 1.2 Drawing Graph Models 1.3 Finding Equation Models 1.4 Detting the Right Price 2.1 Testing Bridge Lengths 2.2 Keeping Thing Balanced	8.12.(B) draw conclusions and make predictions by analyzing trends in scatterplots	
Thinking with Mathematical Models	1.2 Foliow-up	8.13.(B) recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis	

CMP/TEKS CORRELATION BY UNIT

8th Grade

CMP Unit	Investigation	TEKS Description	Notes
		8.01.(A) compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals	8.01.(A) is applied in Looking for Pythagoras and Samples and Populations. It is taught earlier in the curriculum in Bits and Pieces I and II and Accentuate the Negative.
		8.06.(A) generate similar shapes using dilations including enlargements and reductions	This is covered in the 7th grade unit Stretching and Shrinking. It is applied in Comparing and Scaling, Filling and Wrapping, and Growing, Growing, Growing.
		8.07.(A) draw solids from different perspectives	This is covered in the 6th grade unit Ruins of Montarek and the 7th grade unit Filling and Wrapping.
		8.08.(B) connect models to formulas for volume of prisms, cylinders, pyramids, and cones	This is in the 7th grade unit Filling and Wrapping.
		8.09.(B) use proportional relationships in similar shapes to find missing measurements	This is covered in the 7th grade units Stretching and Shrinking, Comparing and Scaling, and Filling and Wrapping.
		8.11.(A) find the probabilities of compound events (dependent and independent)	This is covered in the 7th grade unit What Do You Expect. Warm-ups could also be used to address 8.11.(A).