

## CMP/TEKS CORRELATION BY UNIT

## Algebra

CMP Unit	Investigation	TEKS Description	Notes
Frogs, Fleas, and Painted Cubes	3.2 Exploring Triangular Numbers	B.1.A The student describes independent and dependent quantities in functional relationships	
Frogs, Fleas, and Painted Cubes	3.1 Counting Handshakes 3.2 Exploring Triangular Numbers 4.1 Tracking a Ball 5.1 Analyzing Cube Puzzles	B.1.B The student gathers and records data, or uses data sets, to determine functional (systematic) relationships between quantities	
Frogs, Fleas, and Painted Cubes	1.1 Staking a Claim 1.3 Writing an Equation 2.4 Looking Back at Parabolas 3.1 Counting Handshakes 3.2 Exploring Triangular Numbers 4.2 Measuring Jumps 4.3 Putting It All Together 5.1 Analyzing Cube Puzzles	B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	Inequalities not covered.
Frogs, Fleas, and Painted Cubes	1.1 Staking a Claim 1.2 Reading a Graph 2.1 Trading Land 2.2 Changing One Dimension 2.3 Changing Both Dimensions 2.4 Looking Back at Parabolas 3.1 Counting Handshake 3.2 Exploring Triangular 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	B.1.E The student interprets and makes inferences from functional relationships	
Frogs, Fleas, and Painted Cubes	2.1 Trading Land 2.2 Changing One Dimension 2.3 Changing Both Dimensions 4.1 Follow-up 4.2 Measuring Jumps 4.3 Putting It All Together 5.1 Analyzing Cube Puzzles 5.2 Exploring Painted-Cube Patterns	B.4.A The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations	

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CMP Unit	Investigation	TEKS Description	Notes
Frogs, Fleas, and Painted Cubes	2.2 Changing One Dimension	B.4.B The student uses the commutative, associative, and distributive properties to simplify algebraic expressions	
Frogs, Fleas, and Painted Cubes	4.3 Putting It All Together	C.1.A The student determines whether or not given situations can be represented by linear functions	
Frogs, Fleas, and Painted Cubes	1.1 Staking a Claim 1.2 Reading a Graph 2.1 Trading Land	D.1.A The student determines the domain and range values for which quadratic functions make sense for given situations	
Frogs, Fleas, and Painted Cubes	2.1 Trading Land 2.2 Changing One Dimension 2.3 Changing Two Dimensions 2.4 Looking Back at Parabolas 4.2 Measuring Jumps 4.3 Putting It All Together	D.1.B The student investigates, describes, and predicts the effects of changes in $a$ on the graph of $y = ax^2$	
Frogs, Fleas, and Painted Cubes	2.1 Trading Land 2.2 Changing One Dimension 2.3 Changing Both Dimensions 2.4 Looking Back At Parabolas 4.2 Measuring Jumps 4.3 Putting It All Together	D.1.C The student investigates, describes, and predicts the effects of changes in $c$ on the graph of $y = x^2 + c$	
Frogs, Fleas, and Painted Cubes	1.1 Staking a Claim 1.2 Reading a Graph 2.1 Trading Land 3.1 Counting Handshakes	D.1.D The student for problem situations, analyzes graphs of quadratic functions and draws conclusions	
Frogs, Fleas, and Painted Cubes	4.1 Tracking a Ball 4.2 Measuring Jumps	D.2.A The student solves quadratic equations using concrete models, tables, graphs, and algebraic methods	
Frogs, Fleas, and Painted Cubes	4.1 Tracking a Ball 4.2 Measuring Jumps	D.2.B The student relates the solutions of quadratic equations to the roots of their functions	

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CMP Unit	Investigation	TEKS Description	Notes
Growing, Growing, Growing	2.1 Getting Costs in Line 2.2 Listening to the Queen 4.2 Fighting Fleas 4.4 Cooling Water	B.1.B The student gathers and records data, or uses data sets, to determine functional (systematic) relationships between quantities	
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 3.3 Making a Difference 4.2 Fighting Fleas 4.3 Exploring Exponential Equations	B.1.C The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations	Inequalities not covered.
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 4.2 Fighting Fleas 4.4 Cooling Water	B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	Inequalities not covered.
Growing, Growing, Growing	1.1 Making Ballot 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 3.3 Making a Difference 4.1 Making Smaller Ballots 4.4 Cooling Water	B.1.E The student interprets and makes inferences from functional relationships	

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CMP Unit	Investigation	TEKS Description	Notes
Growing, Growing, Growing	2.1 Getting Costs in Line 2.2 Listening to the Queen 1.2 Reading a Graph 2.4 Looking Back at Parabolas	B.2.A The student identifies and sketches the parent forms of linear ( $y = x$ ) and quadratic ( $y = x^2$ ) functions	
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 3.2 Investing for the Future 3.3 Making a Difference 4.1 Making Smaller Ballots 4.2 Fighting Fleas 4.4 Cooling Water	B.3.A The student uses symbols to represent unknowns and variables	
Growing, Growing, Growing	1.2 Requesting a Reward 1.3 Making a New Offer 2.2 Listening to the Queen 2.3 Growing Mold 3.1 Reproducing Rabbits 4.2 Fighting Fleas 4.4 Cooling Water	B.3.B The student given situations, looks for patterns and represents generalizations algebraically	
Growing, Growing, Growing	1.1 Making Ballots 1.2 Requesting a Reqard 1.3 Making a New Offer 2.2 Listening to the Queen 2.3 Growing Mold 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	B.4.A The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations	

**CMP/TEKS CORRELATION BY UNIT**

<b>CMP Unit</b>	<b>Investigation</b>	<b>TEKS Description</b>	<b>Notes</b>
Growing, Growing, Growing	2.1 Getting Costs In Line 2.2 Listening to the Queen	C.1.A The student determines whether or not given situations can be represented by linear functions	
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 3.3 Making a Difference 4.2 Fighting Fleas 4.3 Exploring Exponential Equations	C.1.C The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions	
Growing, Growing, Growing	1.1 Follow-up 1 ACE (12-13) 3 ACE (10)	D.3.A The student uses patterns to generate the laws of exponents and applies them in problem-solving situations	
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 4.1 Making Smaller Ballots 4.2 Fighting Fleas 4.3 Exploring Exponential Equations 4.4 Cooling Water	D.3.C The student analyzes data and represents situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods	
Kaleidoscopes, Hubcaps, and Mirrors	4.1 Properties of the Combining Operation	B.4.B The student uses the commutative, associative, and distributive properties to simplify algebraic expressions	

## CMP/TEKS CORRELATION BY UNIT

Algebra

CMP Unit	Investigation	TEKS Description	Notes
Looking for Pythagoras	6.1 Revisiting Slope 6.2 Escaping from the Forest	C.2.D The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept	
Looking For Pythagoras	6.1 Revisiting Slope 6.2 Escaping from the Forest	C.2.F The student interprets and predicts the effects of changing slope and y-intercept in applied situations	
Looking for Pythagoras	6.1 Revisiting Slope 6.2 Escaping from the Forest	C.2.G The student relates direct variation to linear functions and solves problems involving proportional change	
Moving Straight Ahead	1.1 Conducting an Experiment 2.2 Changing the Walking Rate 2.3 Walking for Charity 2.5 Crossing the Line 3.2 Graphing Lines 6.1 Solving Alphonso's Puzzle	B.1.A The student describes independent and dependent quantities in functional relationships	
Moving Straight Ahead	1.1 Conducting an Experiment 2.2 Changing the Walking Rates 2.3 Walking for Charity 3.2 Graphing Lines	B.1.B The student gathers and records data, or uses data sets, to determine functional (systematic) relationships between quantities	
Moving Straight Ahead	2.2 Changing the Walking Rate 2.3 Walking for Charity 2.5 Crossing the Line 3.4 Planning a Skating Party 6.2 Converting Temperatures	B.1.C The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations	Inequalities not covered.
Moving Straight Ahead	1.1 Conducting an Experiment 2.2 Changing the Walking Rate 2.3 Walking for Charity 2.5 Crossing the Line 3.1 Getting to the Point 3.2 Graphing Lines 3.3 Finding Solutions 3.4 Plannning a Skating Party	B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	Inequalities not covered.

## CMP/TEKS CORRELATION BY UNIT

Algebra

CMP Unit	Investigation	TEKS Description	Notes
Moving Straight Ahead	1.1 Conducting Experiment 2.1 Walking to the Yogurt Shop 2.3 Walking for Charity 2.4 Walking to Win 2.5 Crossing the Line 3.1 Getting to the Point 3.4 Planning to Skating Party 4.1 Paying in Installments	B.1.E The student interprets and makes inferences from functional relationships	
Moving Straight Ahead	3.2 Graphing Lines 3.4 Planning a Skating Party	B.2.B The student for a variety of situations, identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations	Students are constantly making decisions about domain and range but these terms are not used. Teachers must use these terms when teaching this unit.
Moving Straight Ahead	1 ACE (3,6,7,9)	B.2.C The student interprets situations in terms of given graphs or creates situations that fit given graphs	
Moving Straight Ahead	1.1 Conducting an Experiment	B.2.D The student in solving problems, collects and organizes data, makes and interprets scatterplots, and models, predicts, and makes decisions and critical judgments	
Moving Straight Ahead	2.2 Changing the Walking Rate 2.5 Crossing the Line 3.1 Getting to the Point 3.4 Planning a Skating Party 4.1 Paying in Installments 4.2 Using the Symbolic Method 4.3 Analyzing Bones	B.3.A The student uses symbols to represent unknowns and variables	
Moving Straight Ahead	2.1 Walking to the Yogurt Shop 2.2 Changing the Walking Rate 2.5 Crossing the Line 3.4 Planning a Skating Party	B.3.B The student given situations, looks for patterns and represents generalizations algebraically	

**CMP/TEKS CORRELATION BY UNIT**

<b>CMP Unit</b>	<b>Investigation</b>	<b>TEKS Description</b>	<b>Notes</b>
Moving Straight Ahead	2.1 Walking to the Yogurt Shop 2.2 Changing the Walking Rate 2.3 Walking for Charity 2.5 Crossing the Line 3.1 Getting to the Point 3.2 Graphing Lines 3.3 Finding Solutions 3.4 Planning a Skating Party 4.2 Using the Symbolic Method 4.3 Analyzing Bones	B.4.A The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations	
Moving Straight Ahead	2.1 Walking to the Yogurt Shop 2.2 Changing the Walking Rate 3.1 Getting to the Point	C.1.A The student determines whether or not given situations can be represented by linear functions	
Moving Straight Ahead	3.2 Graphing Lines 3.3 Finding Solutions 3.4 Planning a Skating Party	C.1.B The student determines the domain and range values for which linear functions make sense for given situations	
Moving Straight Ahead	2.2 Changing the Walking Rate 2.3 Walking for Charity 2.5 Crossing the Line 3.4 Planning a Skating Party 6.2 Converting Temperatures	C.1.C The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions	
Moving Straight Ahead	2.1 Walking to the Yogurt Shop 2.2 Changing the Walking Rate 2.3 Walking for Charity 5.1 Climbing Stairs 5.2 Finding the Slope of a Line	C.2.A The student develops the concept of slope as rate of change and determines slopes from graphs, tables, and algebraic representations	

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Algebra

CMP Unit	Investigation	TEKS Description	Notes
Moving Straight Ahead	2.4 Walking to Win 3.2 Graphing Lines 4.3 Analyzing Bones 5.1 Climbing Stairs 5.2 Finding the Slope of a Line 5.3 Connecting Points	C.2.B The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs	
Moving Straight Ahead	3.1 Getting to the Point 3.3 Finding Solutions 3.4 Planning a Skating Party 5.2 Finding the Slope of a Line	C.2.C The student investigates, describes, and predicts the effects of changes in $m$ and $b$ on the graph of $y = mx + b$	
Moving Straight Ahead	5.3 Connecting Points 6.1 Solving Alphonso's Puzzle 6.2 Converting Temperatures	C.2.D The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and $y$ -intercept	
Moving Straight Ahead	2.4 Walking to Win 5.3 Connecting Points	C.2.E The student determines the intercepts of linear functions from graphs, tables, and algebraic representations	
Moving Straight Ahead	2.1 Walking to the Yogurt Shop 2.2 Changing the Walking Rate 2.3 Walking for Charity 3.4 Walking to Win 3.4 Planning a Skating Party 6.1 Solving Alphonso's Puzzle 6.2 Converting Temperatures 6.3 Solving the Mystery of the Irish Elk	C.2.F The student interprets and predicts the effects of changing slope and $y$ -intercept in applied situations	
Moving Straight Ahead	4.1 Paying In Installments	C.2.G The student relates direct variation to linear functions and solves problems involving proportional change	
Moving Straight Ahead	2.3 Walking for Charity 3.4 Planning a Skating Party 4.2 Using the Symbolic Method 6.1 Solving Alphonso's Puzzle 6.2 Converting Temperatures	C.3.A The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems	Inequalities not covered.

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## Algebra

CMP Unit	Investigation	TEKS Description	Notes
Moving Straight Ahead	4.1 Paying in Installments 4.2 Using the Symbolic Method 4.3 Analyzing Bones 6.3 Solving the Mystery of the Irish Elk	C.3.B The student investigates methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities	Inequalities not covered.
Moving Straight Ahead	4 ACE (8)	C.3.C The student for given contexts, interprets and determines the reasonableness of solutions to linear equations and inequalities	
Moving Straight Ahead	2.4 Walking to Win 2.5 Crossing the Line 2 ACE (6) 3.4 Planning a Skating Party 2.2 Changing the Walking Rate	C.4.A The student analyzes situations and formulates systems of linear equations to solve problems	
Moving Straight Ahead	2.4 Walking to Win 2.5 Crossing the Line 2.3 ACE 6 3.4 Planning a Skating Party 2.2 Changing the Walking Rate	C.4.B The student solves systems of linear equations using concrete models, graphs, tables, and algebraic methods	
Say It With Symbols	1.1 Adding and Multiplying 1.2 Dividing 1.3 Working with Exponents 3.1 Walking Together 3.2 Estimating Profit 3.4 Writing Quadratic Equations 4.1 Comparing Costs 4.3 Reasoning with Symbols	B.3.A The student uses symbols to represent unknowns and variables	
Say It With Symbols	1.1 Adding and Multiplying 1.2 Dividing 1.3 Working with Exponents 2.2 Thinking in Different Ways 3.1 Walking Together 3.2 Estimating Profit 3.3 Finding the Area of a Trapezoid 3.4 Writing Quadratic Expressions	B.3.B The student given situations, looks for patterns and represents generalizations algebraically	

**CMP/TEKS CORRELATION BY UNIT**

<b>CMP Unit</b>	<b>Investigation</b>	<b>TEKS Description</b>	<b>Notes</b>
Say It With Symbols	1.1 Adding and Multiplying 1.2 Dividing 1.3 Working with Exponents 2.1 Tiling Pools 2.2 Thinking in Different Ways 2.3 Diving In 3.1 Walking Together 3.2 Estimating Profit 3.3 Finding the Area of a Trapezoid 3.4 Writing Quadratic Expressions 4.1 Comparing Costs 4.2 Solving Linear Equations 4.3 Reasoning with Symbols 4.4 Solving Quadratic Equations	B.4.A The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations	
Say It With Symbols	2.1 Tiling Pools 2.2 Thinking in Different Ways 2.3 Diving In 3.1 Walking Together 3.2 Estimating Profit 3.3 Finding the Area of a Trapezoid 3.4 Writing Quadratic Expressions 4.3 Reasoning with Symbols 4.4 Solving Quadratic Equations	B.4.B The student uses the commutative, associative, and distributive properties to simplify algebraic expressions	
Say It With Symbols	2.1 Tiling Pools 5.1 Follow-up	C.1.A The student determines whether or not given situations can be represented by linear functions	
Say It With Symbols	4.1 Comparing Costs	C.2.F The student interprets and predicts the effects of changing slope and y-intercept in applied situations	
Say It With Symbols	4.1 Comparing Costs	C.2.G The student relates direct variation to linear functions and solves problems involving proportional change	

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CMP Unit	Investigation	TEKS Description	Notes
Say It With Symbols	3.1 Walking Together 3.2 Estimating Profit 4.1 Comparing Costs	C.3.A The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems	Inequalities not covered.
Say It With Symbols	1.1 Adding and Multiplying 1.2 Dividing 4.1 Comparing Costs 4.2 Solving Linear Equations 4.3 Reasoning with Symbols	C.3.B The student investigates methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, selects a method, and solves the equations and inequalities	Inequalities not covered.
Say It With Symbols	4.2 Solving Linear Equations 1.1 Adding and Multiplying	C.3.C The student for given contexts, interprets and determines the reasonableness of solutions to linear equations and inequalities	
Say It With Symbols	2.2 Thinking in Different Ways 4.1 Comparing Costs	C.4.A The student analyzes situations and formulates systems of linear equations to solve problems	
Say It With Symbols	2.2 Thinking in Different Ways 4.1 Comparing Costs	C.4.B The student solves systems of linear equations using concrete models, graphs, tables, and algebraic methods	
Say It With Symbols	4.4 Solving Quadratic Equations	D.1.D The student for problem situations, analyzes graphs of quadratic functions and draws conclusions	
Say It With Symbols	4.4 Solving Quadratic Equations	D.2.A The student solves quadratic equations using concrete models, tables, graphs, and algebraic methods	
Say It With Symbols	4.4 Solving Quadratic Equations	D.2.B The student relates the solutions of quadratic equations to the roots of their functions	
Thinking with Mathematical Models	1.1 Testing Paper Bridges 2.3 Testing Whether Driving Fast Pays 3.2 Pouring Water 4.1 Modeling Real-Life Events	B.1.A The student describes independent and dependent quantities in functional relationships	

## CMP/TEKS CORRELATION BY UNIT

Algebra

CMP Unit	Investigation	TEKS Description	Notes
Thinking with Mathematical Models	1.4 Setting the Right Price 1.5 Writing Equations for Lines 2.1 Testing Bridge Lengths 2.2 Keeping Things Balanced 2.3 Testing Whether Driving Fast Pays 3.2 Pouring Water	B.1.B The student gathers and records data, or uses data sets, to determine functional (systematic) relationships between quantities	
Thinking with Mathematical Models	1.4 Setting the Right Price 1.5 Writing Equations for Lines 2.3 Testing Whether Driving Fast Pays	B.1.C The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations	Inequalities not covered.
Thinking with Mathematical Models	1.1 Testing Paper Bridges 1.2 Drawing Graph Models 1.3 Finding Equation Models 1.4 Setting the Right Price 1.5 Writing Equations for Lines 2.1 Testing Bridge Lengths 2.2 Keeping Things Balanced 2.3 Testing Whether Driving Fast Pays 3.1 Earning Interest 3.2 Pouring Water	B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	Inequalities not covered.
Thinking with Mathematical Models	1.1 Testing Paper Bridges 1.2 Drawing Graph Models 1.4 Setting the Right Price 2.1 Testing Bridge Lengths 2.2 Keeping Things Balanced 2.3 Testing Whether Driving Fast Pays 3.1 Earning Interest 3.2 Pouring Water	B.1.E The student interprets and makes inferences from functional relationships	
Thinking with Mathematical Models	4.1 Modeling Real-Life Events 4.2 Writing Stories to Match Graph 4.3 Exploring Graphs 3 ACE (4,7)	B.2.C The student interprets situations in terms of given graphs or creates situations that fit given graphs	

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## Algebra

CMP Unit	Investigation	TEKS Description	Notes
Thinking with Mathematical Models	1.1 Testing Paper Bridges 1.2 Drawing Graph Models 1.4 Setting the Right Price 2.1 Testing Bridge Lengths 2.2 Keeping Things Balanced 3.2 Pouring Water	B.2.D The student in solving problems, collects and organizes data, makes and interprets scatterplots, and models, predicts, and makes decisions and critical judgments	
Thinking with Mathematical Models	1.4 Setting the Right Price 1.5 Writing Equations for Lines	B.3.B The student given situations, looks for patterns and represents generalizations algebraically	
Thinking With Mathematical Models	1.3 Finding Equation Models 1.4 Follow-up 1.5 Follow-up 2.3 Testing Whether Driving Fast Pays 3.1 Earning Interest	B.4.A The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations	
Thinking With Mathematical Models	1.3 Follow-up	B.4.B The student uses the commutative, associative, and distributive properties to simplify algebraic expressions	
Thinking With Mathematical Models	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	C.1.A The student determines whether or not given situations can be represented by linear functions	
Thinking with Mathematical Models	1.4 Setting the Right Price 1.5 Writing Equations for Lines 2.3 Testing Whether Driving Fast Pays	C.1.C The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions	
Thinking With Mathematical Models	1.3 Finding Equation Models 1.4 Setting the Right Price 1.5 Writing Equations for Lines	C.2.B The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs	
Thinking With Mathematical Models	1.5 Writing Equations for Lines	C.2.C The student investigates, describes, and predicts the effects of changes in $m$ and $b$ on the graph of $y = mx + b$	

## CMP/TEKS CORRELATION BY UNIT

Algebra

CMP Unit	Investigation	TEKS Description	Notes
Thinking With Mathematical Models	1.5 Writing Equations for Lines	C.2.D The student graphs and writes equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept	
Thinking With Mathematical Models	1.5 Writing Equations for Lines	C.2.E The student determines the intercepts of linear functions from graphs, tables, and algebraic representations	
Thinking With Mathematical Models	1.5 Follow-up	C.2.F The student interprets and predicts the effects of changing slope and y-intercept in applied situations	
Thinking With Mathematical Models	1.5 Writing Equations for Lines	C.4.A The student analyzes situations and formulates systems of linear equations to solve problems	
Thinking With Mathematical Models	1.5 Writing Equations for Lines	C.4.B The student solves systems of linear equations using concrete models, graphs, tables, and algebraic methods	
Thinking With Mathematical Models	2.1 Testing Bridge Lengths 2.2 Keeping Things Balanced 2.3 Testing Whether Driving Fast Pays	D.3.B The student analyzes data and represents situations involving inverse variation using concrete models, tables, graphs, or algebraic methods	
Thinking With Mathematical Models	3.2 Pouring Water	D.3.C The student analyzes data and represents situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods	
Variables and Patterns	1.2 Making Graphs 2.4 Day 4: Chincoteague Island to Norfolk 3.2 Finding Customers	B.1.A The student describes independent and dependent quantities in functional relationships	
Variables and Patterns	1.1 Preparing for a Bicycle Tour 1.2 Making Graphs 3.2 Follow-up 3.4 Paying Bills and Counting Profits	B.1.B The student gathers and records data, or uses data sets, to determine functional (systematic) relationships between quantities	

## CMP/TEKS CORRELATION BY UNIT

## Algebra

CMP Unit	Investigation	TEKS Description	Notes
Variables and Patterns	4.1 Heading Home 4.2 Changing Speeds 4.3 Calculating Costs and Profits	B.1.C The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations	Inequalities not covered.
Variables and Patterns	1.1 Preparing for a Bicycle Tour 1.2 Making Graphs 2.1 Day 1: Philadelphia to Atlantic City 2.2 Day 2: Atlantic City to Lewes 2.3 Day 3: Lewes to Chincoteague Island 2.4 Day 4: Chincoteague Island to Norfolk 3.2 Finding Customers 4.1 Heading Home 4.2 Changing Speeds 4.3 Calculating Costs 5.2 Making Tables on a Calculator	B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	Inequalities not covered.
Variables and Patterns	1.1 Preparing for a Bicycle Tour 2.1 Day 1: Philadelphia to Atlantic City 2.2 Day 2: Atlantic City to Lewes 2.3 Day 3: Lewes to Chincoteague Island 2.5 Day 5: Norfolk to Williamsburg 3.1 Renting Bicycles 3.2 Finding Customers 3.3 Predicting Profit 3.4 Paying Bills and Counting Profits 4.1 Heading Home	B.1.E The student interprets and makes inferences from functional relationships	
Variables and Patterns	All Investigations	B.2.B The student for a variety of situations, identifies the mathematical domains and ranges and determines reasonable domain and range values for given situations	Students are constantly making decisions about domain and range but these terms are not used. Teachers must use these terms when teaching this unit.
Variables and Patterns	1 ACE (2,4,7) 2.2 Follow-up 2.3 Day 3: Lewes to Chincoteague Island 2.5 Day 5: Norfolk to Williamsburg 3 Ace (5-6)	B.2.C The student interprets situations in terms of given graphs or creates situations that fit given graphs	

## CMP/TEKS CORRELATION BY UNIT

Algebra

CMP Unit	Investigation	TEKS Description	Notes
Variables and Patterns	1.1 Preparing for Bicycle Tour	B.2.D The student in solving problems, collects and organizes data, makes and interprets scatterplots, and models, predicts, and makes decisions and critical judgments	
Variables and Patterns	4.1 Heading Home 4.2 Changing Speed 4.3 Calculating Costs and Profits	B.3.A The student uses symbols to represent unknowns and variables	
Variables and Patterns	3.4 Paying Bills and Counting Profits 4.1 Heading Home 4.2 Changing Speeds 5.1 Graphing on a Calculator 5.2 Making Tables on a Calculator	B.4.A The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations	
Variables and Patterns	5.1 Graphing on a Calculator	C.1.A The student determines whether or not given situations can be represented by linear functions	
Variables and Patterns	4.1 Heading Home 4.2 Changing Speeds 4.3 Calculating Costs and Profits	C.1.C The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions	
Variables and Patterns	4.2 Changing Speeds 5.2 Follow-up	C.2.A The student develops the concept of slope as rate of change and determines slopes from graphs, tables, and algebraic representations	
Variables and Patterns	3.1 Renting Bicycles	C.4.A The student analyzes situations and formulates systems of linear equations to solve problems	
Variables and Patterns	3.1 Renting Bicycles	C.4.B The student solves systems of linear equations using concrete models, graphs, tables, and algebraic methods	

## CMP/TEKS CORRELATION BY UNIT

Algebra

**CMP Unit**

**Investigation**

**TEKS Description**

**Notes**

C.4.C The student for given contexts, interprets and determines the reasonableness of solutions to systems of linear equations

Found informally in Moving Straight Ahead, for example, see page 42 problem 3.4. Also see the eighth grade unit Say It with Symbols.