CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
B.1.E The student interprets and makes inferences from functional relationships	Variables and Patterns	1.1 Preparing for a Bicyle 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: Norfork 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.2.A The student identifies and sketches the parent forms of linear ($y = x$) and quadratic ($y = x^2$) functions	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.3.A The student uses symbols to represent unknowns and variables	Variables and Patterns	4.1 Heading Home 4.2 Changing Speed 4.3 Calculating Costs and Profits	
C.1.A The student determines whether or not given situations can be represented by linear functions	Variables and Patterns	5.1 Graphing on a Calculator	
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	4.2 Changing Speeds 5.2 Follow-up	
C.3.A The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems	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	Inequalities not covered.
C.4.A The student analyzes situations and formulates systems of linear equations to solve problems	Variables and Patterns	3.1 Renting Bicycles	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
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	1.1 Staking a Claim 1.2 Reading a Graph 2.1 Trading Land	
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.3.A The student uses patterns to generate the laws of exponents and applies them in problem-solving situations	Growing, Growing, Growing	1.1 Follow-up 1 ACE (12-13) 3 ACE (10)	
B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	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	Inequalities not covered.
B.1.A The student describes independent and dependent quantities in functional relationships;	Variables and Patterns	1.2 Making Graphs 2.4 Day 4: Chincoteague Island to Norfork 3.2 Finding Customers	
B.1.B The student gathers and records data, or uses data sets, to determine functional (systematic) relationships between quantities;	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.C The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the 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	Inequalities not covered.

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
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	Variables and Patterns	All Investigations	Students are constantly making decisions about domain and range but these terms are not used. Teachers must use these terms when teaching this unit.
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	1.1 Preparing for Bicycle Tour	
B.2.C The student interprets situations in terms of given graphs or creates situations that fit given graphs	Variables and Patterns	1 ACE (2,4,7) 2.2 Follow-up 2.3 Day 3: Lewes to Chincoteague Island 2.5 Day 5: Norfork to Williamsburg 3 Ace (5-6)	
B.3.B The student given situations, looks for patterns and represents generalizations algebraically.	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	
C.1.B The student determines the domain and range values for which linear functions make sense for given situations	Moving Straight Ahead	3.2 Graphing Lines 3.3 Finding Solutions 3.4 Planning a Skating Party	
C.2.B The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs	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.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	3.1 Getting to the Point 3.3 Finding Solutions 3.4 Planning a Skating Party 5.2 Finding the Slope of a Line	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
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	5.3 Connecting Points 6.1 Solving Alphonso's Puzzle 6.2 Converting Temperatures	
C.2.E The student determines the intercepts of linear functions from graphs, tables, and algebraic representations	Moving Straight Ahead	2.4 Walking to Win 5.3 Connecting Points	
C.2.F The student interprets and predicts the effects of changing slope and y-intercept in applied situations	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.G The student relates direct variation to linear functions and solves problems involving proportional change.	Looking for Pythagoras	6.1 Revisiting Slope 6.2 Escaping from the Forest	
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	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	Inequalities not covered.
C.3.C The student for given contexts, interprets and determines the reasonableness of solutions to linear equations and inequalities.	Say It With Symbols	4.2 Solving Linear Equations 1.1 Adding and Multiplying	
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.

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
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 Two 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	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.D The student for problem situations, analyzes graphs of quadratic functions and draws conclusions.	Frogs, Fleas, and Painted Cubes	1.1 Staking a Claim 1.2 Reading a Graph 2.1 Trading Land 3.1 Counting Handshakes	
D.2.B The student relates the solutions of quadratic equations to the roots of their functions.	Say It With Symbols	4.4 Solving Quadratic Equations	
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	2.1 Testing Bridge Lengths 2.2 Keeping Things Balanced 2.3 Testing Whether Driving Fast Pays	
D.3.C The student analyzes data and represents situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	Thinking With Mathematical Models	3.2 Pouring Water	
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	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.B The student uses the commutative, associative, and distributive properties to simplify algebraic expressions	Thinking With Mathematical Models	1.3 Follow-up	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
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 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;	Frogs, Fleas, and Painted Cubes	3.2 Exploring Triangular Numbers	
B.1.A The student describes independent and dependent quantities in functional relationships;	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.B The student gathers and records data, or uses data sets, to determine functional (systematic) relationships between quantities;	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;	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;	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.C The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations	Variables and Patterns	4.1 Heading Home 4.2 Changing Speeds 4.3 Calculating Costs and Profits	Inequalities not covered.

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
C.1.C The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of 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	
B.1.C The student describes functional relationships for given problem situations and writes equations or inequalities to answer questions arising from the situations	Thinking with Mathematical Models	1.4 Setting the Right Price 1.5 Writing Equations for Lines 2.3 Testing Whether Driving Fast Pays	Inequalities not covered.
B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	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	Inequalities not covered.
B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	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	Inequalities not covered.

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	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	Inequalities not covered.
B.1.D The student represents relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities	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	Inequalities not covered.
B.1.E The student interprets and makes inferences from functional relationships	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	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	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
B.1.E The student interprets and makes inferences from functional relationships	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	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.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	Moving Straight Ahead	3.2 Graphing Lines 3.4 Planning a Skating Party	Students are constantly making decisions about domain and range but these terms are not used. Teachers must use these terms when teaching this unit.
B.2.C The student interprets situations in terms of given graphs or creates situations that fit given graphs	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	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)	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
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	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	Thinking with Mathmatical 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.3.A The student uses symbols to represent unknowns and variables	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	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	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	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
B.3.B The student given situations, looks for patterns and represents generalizations algebraically.	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.	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.	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.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 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	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
B.4.A The student finds specific function values, simplifies polynomial expressions, transforms and solves equations, and factors as necessary in problem situations	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	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	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	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
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 Finding Equation Models 1.4 Follow-up 1.5 Follow-up 2.3 Testing Whether Driving Fast Pays 3.1 Earning Interest	
B.4.B The student uses the commutative, associative, and distributive properties to simplify algebraic expressions	Frogs, Fleas, and Painted Cubes	2.2 Changing One Deminension	
B.4.B The student uses the commutative, associative, and distributive properties to simplify algebraic expressions	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	Kaleidoscopes, Hubcups, and Mirrors	4.1 Properties of the Combining Operation	
C.1.A The student determines whether or not given situations can be represented by linear functions	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	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	Growing, Growing, Growing	2.1 Getting Costs In Line 2.2 Listening to the Queen	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
C.1.A The student determines whether or not given situations can be represented by linear functions	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	Say It With Symbols	2.1 Tiling Pools 5.1 Follow-up	
C.1.C The student translates among and uses algebraic, tabular, graphical, or verbal descriptions of linear functions.	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.	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.	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	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	Inequalities not covered.
C.2.A The student develops the concept of slope as rate of change and determines slopes 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 5.1 Climbing Stairs 5.2 Finding the Slope of a Line	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
C.2.B The student interprets the meaning of slope and intercepts in situations using data, symbolic representations, or graphs	Thinking With Mathematical Models	1.3 Finding Equation Models 1.4 Setting the Right Price 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	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.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.E The student determines the intercepts of linear functions from graphs, tables, and algebraic representations	Thinking With Mathematical Models	1.5 Writing Equations for Lines	
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 Follow-up	
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.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.	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.	Moving Straight Ahead	4.1 Paying In Installments	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
C.3.A The student analyzes situations involving linear functions and formulates linear equations or inequalities to solve problems	Say It With Symbols	3.1 Walking Toghether 3.2 Estimating Profit 4.1 Comparing Costs	Inequalities not covered.
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	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	Inequalities not covered.
C.3.C The student for given contexts, interprets and determines the reasonableness of solutions to linear equations and inequalities.	Moving Straight Ahead	4 ACE (8)	
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 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	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	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	1.5 Writing Equations for Lines	
C.4.B The student solves systems of linear equations using concrete models, graphs, tables, and algebraic methods	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	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	

CMP/TEKS CORRELATION

TEKS Description	CMP Unit	Investigation	Notes
C.4.B The student solves systems of linear equations using concrete models, graphs, tables, and algebraic methods	Variables and Patterns	3.1 Renting Bicycles	
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	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.	Frogs, Fleas, and Painted Cubes	4.1 Tracking a Ball 4.2 Measuring Jumps	
D.3.C The student analyzes data and represents situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.	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	
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	3.1 Counting Handshakes 3.2 Exploring Triangular Numbers 4.1 Tracking a Ball 5.1 Analyzing Cube Puzzles	