

1 st Quarter (42 Days)			
Resources: McGraw Hill - Texas Math Course 3			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Aug 11-14 (4 days)	Introduction/Assessment	Assessment Policies & Procedures Behavior Expectations: CHAMPS	Diagnostics & start of the school year procedures
2 nd : Aug 17-21 (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
3 rd : Aug 24-28 (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
4 th : Oct 31- Sept 4 (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 triangles 8.10(D)

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5 th : Sept 8-11 (4 days)	Unit - 2 Similarity and Dilation Monday: Labor Day Holiday	TSWL: Properties of Similar Polygons Angle-Angle Similarity of Triangles Dilations The effects of changes in Dimensions Area and Perimeter of Similar Figures	model the effect on linear and area measurements of dilated two-dimensional shapes 8.3(A) Generalize that the ratio of corresponding sides of similar shapes is 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
6 th : Sept 14-18 (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 triangles 8.10(D) model the effect on linear and area measurements of dilated two-dimensional shapes
7 th : Sept 21-25 (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, $(y_2 - y_1) / (x_2 - x_1)$, is the same for any two points (x_1, y_1) and (x_2, y_2) 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) represents linear proportional situations with tables, graphs, and equations in the form of $y = kx$

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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
			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 $b \neq 0$ 8.8 Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations.
8 th : Sept 28 - Oct 2 (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, $(y_2 - y_1) / (x_2 - x_1)$, is the same for any two points (x_1, y_1) and (x_2, y_2) 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 $b \neq 0$ 8.8 Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations.
9 th : Oct 5 - 8 (4 days)	Unit - 3 Proportional Relationships and Slope Friday: Professional Development	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, $(y_2 - y_1) / (x_2 - x_1)$, is the same for any two points (x_1, y_1) and (x_2, y_2) 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 $b \neq 0$ 8.8 Expressions, equations, and relationships. The student applies mathematical process standards to use one-variable equations or inequalities in problem situations.

2nd Quarter (42 Days)			
Resources: Algebra 1 Prentice hall			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Oct 14-16 (3 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 $b \neq 0$ 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
2 nd : Oct 19-23 (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 $b \neq 0$ 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
3 rd : Oct 26- 29 (4 days)	Friday: Parent/Teacher Conferences 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 $b \neq 0$ 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

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Resources: Algebra 1 Prentice hall			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
			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
4 th : Nov 2-6 (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
5 th : Nov 9-13 (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
6 th : Nov 16-20 (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
Thanksgiving Holiday Nov 23-27			
7 th : Nov 30-Dec 4 (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

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Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
			standards to use multiple representations to develop foundational concepts of simultaneous linear equations.
8 th : Dec 7-11 (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.
9 th : Dec 14-18 (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.
Winter Break Dec 21-Jan 4			

3rd Quarter (37 Days)

Resources:

Algebra 1 Prentice hall

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Jan 5-8 (4 days)	Monday: Professional Development 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.
2 nd : Jan 11-15 (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
3 rd : Jan 19-22 (4 days)	Monday: MLK Holiday 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
4 th : Jan 25-29 (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
5 th : Feb 1-5	Unit - 7 Connect Algebra to	TSWL:	8.7(A) solve problems involving the volume of cylinders, cones, and spheres

3rd Quarter (37 Days)			
Resources: Algebra 1 Prentice hall			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
(5 days)	Geometry	Volume of Cylinders Volume of Cones Volume of Spheres Surface Area of Prisms Surface Area of Cylinders Changes in Dimensions	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
6 th : Feb 8-12 (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
7 th : Feb 16-19 (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
8 th : Feb 22-26 (5 days)	Monday: District Professional Development Unit - 8 Transformation 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
Spring Break March 1-5			
Ramadan & EID Break March 8-12			

4th Quarter (51 Days)

Resources:
Algebra 1 Prentice hall

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
1 st : Mar 15-19 (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
2 nd : Mar 22- 26 (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
3 rd : March 29 -April 2 (5 days)	Unit - 9 Scatter Plots 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

4th Quarter (51 Days)			
Resources: Algebra 1 Prentice hall			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
			known characteristics to develop the notion of a random sample being representative of the population from which it was selected
4 th : April 5-9 (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
5 th : Apr 12-16 (5 days)	Review	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
6 th : April 19- 23	STAAR	Review	Review



4th Quarter (51 Days)

Resources:

Algebra 1 Prentice hall

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS SEs)
(5 days)			
7 th : April 26-30 (5 days)	STAAR	Review	Review
8 th : May 3-7 (5 days)	STAAR	Review	Review
9 th : May 10-14 (5 days)	Final Benchmark	Final Benchmark	Final Benchmark
10 th : May 19- 21 (5 days)	Final Benchmark	Final Benchmark	Final Benchmark
11 th : May 24- 27 (4 days)	Award Ceremonies / Graduation Ceremonies	-	-