

Course Overview	This accelerated course moves at a faster pace than the on-level course to prepare students to take Algebra 1 in 8 th grade. Students will learn how to work with equations, graphs, and data, explain their thinking, and make connections between different ideas in math. Along the way, students will be challenged to think critically, make connections between ideas, and persevere through unfamiliar problems rather than relying on memorized steps. This matters because it prepares students for high school mathematics and builds confidence in tackling challenging situations both in and out of the classroom.
Course Standards	8 th Grade Texas Essential Knowledge and Skills (TEKS); Lead4Ward Snapshot (Grade 8) 7 th Grade Texas Essential Knowledge and Skills (TEKS); Lead4Ward Snapshot (Grade 7)
Instructional Materials	Bluebonnet Learning Secondary Mathematics: Grade 8 ; Grade 7

Scope & Sequence

Units/Modules & Instructional Days	Assessments & Scanning Deadlines	Standards
Grade 8, Module 1, Topic 1 <i>Rigid Motion Transformations</i> 14 days	Module 1, Topic 1 Exam <u>Scanning Deadline:</u> September 10, 2026	8.10A: generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane; 8.10B: differentiate between transformations that preserve congruence and those that do not; and 8.10C: 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.
Grade 8, Module 1, Topic 2 <i>Similarity</i> 8 days	Module 1, Topic 2 Exam <u>Scanning Deadline:</u> September 24, 2026	8.3A: generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation; 8.3B: compare and contrast the attributes of a shape and its dilation(s) on a coordinate plane; 8.3C: 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; 8.10A: generalize the properties of orientation and congruence of rotations, reflections, translations, and dilations of two-dimensional shapes on a coordinate plane; 8.10B: differentiate between transformations that preserve congruence and those that do not; and 8.10D: model the effect on linear and area measurements of dilated two-dimensional shapes.
Grade 7/8, Module 1, Topic 3 <i>Line and Angle Relationships</i> 9 days	Module 1, Topic 3 Exam <u>Scanning Deadline:</u> October 8, 2026	7.11C: write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships. 8.8D: 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.
Grade 8, Module 2, Topic 1 <i>From Proportions to Linear Relationships</i> 11 days <i>(continued on the next page)</i>	Module 2, Topic 1 Exam <u>Scanning Deadline:</u> October 29, 2026	8.3C: 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; 8.4A: 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; 8.4B: graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship;

(continued from previous page)		<p>8.4C: use data from a table or graph to determine the rate of change or slope and y- intercept in mathematical and real-world problems;</p> <p>8.5A: represent linear proportional situations with tables, graphs, and equations in the form of $y = kx$;</p> <p>8.5B: represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$;</p> <p>8.5E: solve problems involving direct variation;</p> <p>8.5F: distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$; and</p> <p>8.5H: identify examples of proportional and non-proportional functions that arise from mathematical and real-world problems; and</p> <p>8.10C: 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.</p>
<p>Grade 7, Module 3, Topic 2 <i>Two-Step Equations and Inequalities</i></p> <p>9 days</p>	<p>Module 3, Topic 2 Exam</p> <p><u>Scanning Deadline:</u> November 5, 2026</p>	<p>7.10A: write one-variable, two-step equations and inequalities to represent constraints or conditions within problems;</p> <p>7.10B: represent solutions for one-variable, two-step equations and inequalities on number lines;</p> <p>7.10C: write a corresponding real-world problem given a one-variable, two-step equation or inequality;</p> <p>7.11A: model and solve one-variable, two-step equations and inequalities; and</p> <p>7.11B: determine if the given value(s) make(s) one-variable, two-step equations and inequalities true.</p>
<p>Grade 7, Module 3, Topic 3 <i>Multiple Representations of Equations</i></p> <p>8 days</p>	<p>Module 3, Topic 3 Exam</p> <p><u>Scanning Deadline:</u> November 19, 2026</p>	<p>7.4A: represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$;</p> <p>7.7A: represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$;</p> <p>7.10A: write one-variable, two-step equations and inequalities to represent constraints or conditions within problems; and</p> <p>7.11A: model and solve one-variable, two-step equations and inequalities.</p>
<p>Grade 8, Module 2, Topic 2 <i>Linear Relationships</i></p> <p>13 days</p>	<p>Module 2, Topic 2 Exam</p> <p><u>Scanning Deadline:</u> December 17, 2026</p>	<p>8.4A: 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;</p> <p>8.4C: use data from a table or graph to determine the rate of change or slope and y- intercept in mathematical and real-world problems;</p> <p>8.5B: represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$;</p> <p>8.5F: distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$;</p> <p>8.5G: identify functions using sets of ordered pairs, tables, mappings, and graphs; and</p> <p>8.5I: write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations.</p>

Grade 8, Module 3, Topic 1 <i>Patterns in Bivariate Data</i> 9 days	Module 3, Topic 1 Exam <u>Scanning Deadline:</u> January 14, 2027	8.5C: 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; 8.5D: use a trend line that approximates the linear relationship between bivariate sets of data to make predictions; 8.5I: write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations; and 8.11A: construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data.
Fall IA Window: December 14-18, 2026 Scanning Deadline: N/A		
Grade 8, Module 4, Topic 1 <i>Solving Linear Equations and Inequalities</i> 7 days	Module 4, Topic 1 Exam <u>Scanning Deadline:</u> January 28, 2027	8.8A: write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants; 8.8B: 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; 8.8C: 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.
Grade 8, Module 4, Topic 2 <i>Systems of Linear Equations</i> 8 days	Module 4, Topic 2 Exam <u>Scanning Deadline:</u> February 4, 2027	8.5B: represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$; 8.5I: write an equation in the form $y = mx + b$ to model a linear relationship between two quantities using verbal, numerical, tabular, and graphical representations; and 8.9A: identify and verify the values of x and y that simultaneously satisfy two linear equations in the form $y = mx + b$ from the intersections of the graphed equations.
Grade 8, Module 5, Topic 1 <i>Real Numbers</i> 9 days	Module 5, Topic 1 Exam <u>Scanning Deadline:</u> February 25, 2027	8.2A: extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of real numbers; 8.2B: approximate the value of an irrational number, including π and square roots of numbers less than 225, and locate that rational number approximation on a number line; 8.2C: convert between standard decimal notation and scientific notation; and 8.2D: order a set of real numbers arising from mathematical and real-world contexts.
Grade 8, Module 5, Topic 2 <i>The Pythagorean Theorem</i> 8 days	Module 5, Topic 2 Exam <u>Scanning Deadline:</u> March 4, 2027	8.6C: use models and diagrams to explain the Pythagorean theorem; 8.7C: use the Pythagorean Theorem and its converse to solve problems; and 8.7D: determine the distance between two points on a coordinate plane using the Pythagorean Theorem.
HOU & PB Spring IA Window: February 26 – March 4, 2027 Scanning Deadline: N/A SA Spring IA Window: March 1-5 2027 Scanning Deadline: N/A AUS, EP, RGV, & TACO Spring IA Window: March 5-11, 2027 Scanning Deadline: N/A		

<p>Grade 7/8, Module 5, Topic 4 <i>Volume of Curved Figures</i></p> <p>12 days</p>	<p>Module 5, Topic 4 Exam</p> <p><u>Scanning Deadline:</u> April 1, 2027</p>	<p>7.3A: add, subtract, multiply, and divide rational numbers fluently; 7.8A: model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas; 7.8B: explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas; 7.9A: solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids; 7.9D: solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net; 8.6A: describe the volume formula $V = Bh$ of a cylinder in terms of its base area and its height; 8.6B: 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; 8.7A: solve problems involving the volume of cylinders, cones, and spheres; 8.7B: 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; and 8.7C: use the Pythagorean Theorem and its converse to solve problems.</p>
<p>Module 5, Topic 3 <i>Financial Literacy: Your Financial Future</i></p> <p>7 days</p>	<p>No Exam</p> <p><u>Scanning Deadline:</u> N/A</p>	<p>8.11B: 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; 8.12A: solve real-world problems comparing how interest rate and loan length affect the cost of credit; 8.12B: 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; 8.12C: explain how small amounts of money invested regularly, including money saved for college and retirement, grow over time; 8.12D: calculate and compare simple interest and compound interest earnings; 8.12E: identify and explain the advantages and disadvantages of different payment methods; 8.12F: analyze situations to determine if they represent financially responsible decisions and identify the benefits of financial responsibility and the costs of financial irresponsibility; and 8.12G: 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.</p>

STAAR Math Window: April 19-30, 2027

<p>Grade 7, Module 4, Topic 1 <i>Introduction to Probability</i></p> <p>5 days</p>	<p>No Exam</p> <p><u>Scanning Deadline:</u> N/A</p>	<p>7.6B: select and use different simulations to represent simple and compound events with and without technology;</p> <p>7.6C: make predictions and determine solutions using experimental data for simple and compound events;</p> <p>7.6D: make predictions and determine solutions using theoretical probability for simple and compound events;</p> <p>7.6E: find the probabilities of a simple event and its complement and describe the relationship between the two;</p> <p>7.6H: solve problems using qualitative and quantitative predictions and comparisons from simple experiments;</p> <p>7.6I: determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.</p>
<p>Grade 7, Module 4, Topic 2 <i>Compound Probability</i></p> <p>6 days</p>	<p>No Exam</p> <p><u>Scanning Deadline:</u> N/A</p>	<p>7.6A: represent sample spaces for simple and compound events using lists and tree diagrams;</p> <p>7.6B: select and use different simulations to represent simple and compound events with and without technology;</p> <p>7.6C: make predictions and determine solutions using experimental data for simple and compound events;</p> <p>7.6D: make predictions and determine solutions using theoretical probability for simple and compound events;</p> <p>7.6I: determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.</p>
<p>Grade 7, Module 3, Topic 2 <i>Drawing Inferences</i></p> <p>7 days</p>	<p>No Exam</p> <p><u>Scanning Deadline:</u> N/A</p>	<p>7.6B: select and use different simulations to represent simple and compound events with and without technology;</p> <p>7.6F: use data from a random sample to make inferences about a population;</p> <p>7.6G: solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents;</p> <p>7.12A: compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads;</p> <p>7.12B: use data from a random sample to make inferences about a population; and</p> <p>7.12C: compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations.</p>

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction. Supplemental materials do not replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe.

Assessment Overview

Student learning is monitored through formative and summative assessments aligned to course standards. Assessment results are used to inform instruction and student supports. Students participate in required state assessments when applicable.