

Course Overview	This course builds on what students already know to help them think more deeply about math and solve real-world problems with confidence. 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, they'll practice perseverance and problem-solving skills that go beyond memorizing steps. These skills matter because they prepare students for high school math, everyday decision-making, and future careers that rely on clear, logical thinking.
Course Standards	8 th Grade Texas Essential Knowledge and Skills (TEKS); Lead4Ward Snapshot
Instructional Materials	Bluebonnet Learning Secondary Mathematics: Grade 8

Scope & Sequence

Units/Modules & Instructional Days	Assessments & Scanning Deadlines	Standards
Module 1, Topic 1 <i>Rigid Motion Transformations</i> 20 days	Module 1, Topic 1 Exam TX_MAT_8thMath_F26_A1 <u>Scanning Deadline:</u> September 17, 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.
Module 1, Topic 2 <i>Similarity</i> 10 days	Module 1, Topic 2 Exam TX_MAT_8thMath_F26_A2 <u>Scanning Deadline:</u> October 1, 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.
Module 2, Topic 1 <i>From Proportions to Linear Relationships</i> 15 days <i>(continued on the next page)</i>	Module 2, Topic 1 Exam TX_MAT_8thMath_F26_A3 <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; 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; 8.5A: represent linear proportional situations with tables, graphs, and equations in the form of $y = kx$; 8.5B: represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$; 8.5E: solve problems involving direct variation;

(continued from previous page)		<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>Module 2, Topic 2 <i>Linear Relationships</i></p> <p>15 days</p>	<p>Module 2, Topic 2 Exam <i>TX_MAT_8thMath_F26_A4</i></p> <p><u>Scanning Deadline:</u> November 19, 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>
<p>Module 3, Topic 1 <i>Patterns in Bivariate Data</i></p> <p>11 days</p>	<p>Module 3, Topic 1 Exam <i>TX_MAT_8thMath_F26_A5</i></p> <p><u>Scanning Deadline:</u> December 10, 2026</p>	<p>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;</p> <p>8.5D: use a trend line that approximates the linear relationship between bivariate sets of data to make predictions;</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; and</p> <p>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.</p>
Fall IA Window: December 14-18, 2026 Scanning Deadline: N/A		
<p>Module 4, Topic 1 <i>Solving Linear Equations and Inequalities</i></p> <p>9 days</p>	<p>Module 4, Topic 1 Exam <i>TX_MAT_8thMath_S27_A6</i></p> <p><u>Scanning Deadline:</u> January 14, 2027</p>	<p>8.8A: write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants;</p> <p>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;</p> <p>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.</p>
<p>Module 4, Topic 2 <i>Systems of Linear Equations</i></p> <p>10 days</p>	<p>Module 4, Topic 2 Exam <i>TX_MAT_8thMath_S27_A7</i></p> <p><u>Scanning Deadline:</u> January 28, 2027</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>8.5I: 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</p> <p>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.</p>

Module 5, Topic 1 <i>Real Numbers</i> 11 days	Module 5, Topic 1 Exam TX_MAT_8thMath_S27_A8 <u>Scanning Deadline:</u> February 11, 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.
Module 5, Topic 2 <i>The Pythagorean Theorem</i> 9 days	Module 5, Topic 2 Exam TX_MAT_8thMath_S27_A9 <u>Scanning Deadline:</u> February 25, 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		
Module 5, Topic 3 <i>Financial Literacy: Your Financial Future</i> 10 days	Module 5, Topic 3 Exam TX_MAT_8thMath_S27_A10 <u>Scanning Deadline:</u> March 25, 2027	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.
Module 5, Topic 4 <i>Volume of Curved Figures</i> 11 days	Module 5, Topic 4 Exam TX_MAT_8thMath_S27_A11 <u>Scanning Deadline:</u> April 8, 2027	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.
STAAR Math Window: April 19-30, 2027		
Module 1, Topic 3 <i>Line and Angle Relationships</i> 10 days	No Exam <u>Scanning Deadline:</u> N/A	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.

Module 3, Topic 2 <i>Variability and Sampling</i> 10 days	No Exam <u>Scanning Deadline:</u> N/A	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; and 8.11C: 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.
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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.