Texas Grade 8: End of Course Topic Pacing Guide

*1 Day Pacing = 45 min. Session

End of Course Topic

Task #	Performance Task Name	Performance Task Overview	TEKS	Pacing*
ELPS: 1.A, 1.C, 1.D, 1.E, 1.F, 2.C, 2.D, 2.G, 2.H, 2.I, 3.B, 3.C, 3.D, 3.E, 3.F, 3.G, 3.H, 3.I, 4.B, 4.C, 4.D, 4.E, 4.F, 4.G, 4.I, 4.J, 4.K, 5.E				
1	Wheelchair Ramp	The problem scenario students must consider is replacing an old wheelchair ramp with a new wheelchair ramp. They are provided certain dimensions for each ramp and must compare them. Students determine the slope of each ramp by using the formula slope $= \frac{\text{rise}}{\text{run}}$. They compare slopes and demonstrate understanding that the steeper slope is the greater slope value. Students sketch similar slope triangles and write proportions to solve for unknown values in the ramps. They use $y = mx + b$ to write the equations of the two lines and graph them. Students conclude that both lines pass through the origin when graphed, therefore, they are proportional, and the constants of proportionality are the slopes.	8.4A 8.4B 8.5A 8.5F 8.5I	2
		MATHia		1
2	Cost of Party	Students will consider different cost structures for a party. They are provided with a table of values for each party location that represents the cost of the party for different numbers of party guests. Students will match given graphical representations to each party location, calculate the slope and *y*-intercept, and then write linear equations that represent each party location. Students must recommend which party location a person should choose based on either the number of guests or the budget for the cost of the party.	8.4C 8.5A 8.5B 8.5I	2
		MATHia		1

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3	Party Planning	Students are given information about the initial cost and cost per additional person for five party venues. Students are asked to write algebraic expressions to represent the cost of each party venue. They set two expressions equal to each other to determine the number of guests for two party venues to cost the same. To answer these questions, students must define a variable and write, solve, and interpret equations with variables on both sides of the equals sign. The equations they solve may yield one solution, no solution, or infinitely many solutions which they must interpret in terms of the problem situation.	8.8A 8.8C	2