

Correlations to Texas Essential Knowledge and Skills (TEKS)					
Curriculum Unit	Chapter 111. Mathematics				
Subject Area	Subchapter B. Middle School				
Course	§111.24. Mathematics, Grade 8.				
Publisher	Pearson Education, Inc., publishing as Pearson Prentice Hall				
Program Title	Prentice Hall Mathematics: Course 3 (Texas Edition)				
ISBN	0131340190, 0131340107				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	01. compare rational numbers in various forms including integers	0131340190	11, 12–13, 48	Example 3, exercises 20/ 22/ 23/ 32, exercise 11
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	02. order rational numbers in various forms including integers	0131340190	11, 12, 23, 48, 408	Example 2, exercises 10–14, exercise 44, exercises 9–10, exercise 11, exercise 18
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	03. compare rational numbers in various forms including percents	0131340190 0131340107	212, 255 211	Example 4 and exercises 22–25, exercise 3 TE margin: Guided Instruction
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	04. order rational numbers in various forms including percents	0131340190	212, 213, 255	Example 4 and exercises 22–25, exercise 35, exercise 2
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	05. compare rational numbers in various forms including positive fractions	0131340190 0131340107	62–63, 64–65, 102, 408 63	Examples 1 and 2, exercises 2–5/ 7–8/ 10–11/ 24–26/ 31/ 35, exercises 10–11, exercise 10 TE margin: Alternative Method
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	06. order rational numbers in various forms including positive fractions	0131340190 0131340107	63, 64–65, 212–213, 321 63	Example 3, exercises 20–21/ 23/ 32, exercises 22–25/ 35, exercise 29 TE margin: Alternative Method

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01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	07. compare rational numbers in various forms including negative fractions	0131340190 0131340107	63, 64–65, 195, 255 63, 64	Example 3, exercises 6/ 9/ 12–14, exercise 29, exercise 1 TE margin: Alternative Method, Exercises note
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	08. order rational numbers in various forms including negative fractions	0131340190 0131340107	63, 65, 102 63	Example 3, exercise 22, exercise 12 TE margin: Alternative Method
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	09. compare rational numbers in various forms including positive decimals	0131340190	629, 63, 156	Skills Handbook, Example 2, exercise 8
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	10. order rational numbers in various forms including positive decimals	0131340190	629, 63, 212, 69, 156	Skills Handbook, Example 3, Example 4, exercise 45, exercise 8
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	11. compare rational numbers in various forms including negative decimals;	0131340190	63, 64, 69	Example 3, exercise 27, exercise 46
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals;	12. order rational numbers in various forms including negative decimals;	0131340190	63, 64, 69	Example 3, exercise 20, exercise 46
01. Number, operation, and quantitative reasoning. The student is expected to:	B. select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships;	01. select appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships;	0131340190	21, 58, 161, 175, 96	Example 2, exposition and Example 3, Examples 2 and 3, Example 2, exercises 6–7

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01. Number, operation, and quantitative reasoning. The student is expected to:	B. select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships;	02. use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships;	0131340190	58, 161, 175, 197, 63	Example 3, Example 3, Example 2, Example 1, Example 2
01. Number, operation, and quantitative reasoning. The student is expected to:	C. approximate (mentally and with calculators) the value of irrational numbers as they arise from problem situations (such as π , $\sqrt{2}$); and	>>>>>	0131340190	107, 113, 336–337, 119	Examples 2 and 3, Example 2, above Key Concepts box and Example 1, Example 2
01. Number, operation, and quantitative reasoning. The student is expected to:	D. express numbers in scientific notation, including negative exponents, in appropriate problem situations.	>>>>>	0131340190	92–95, 96, 103, 144, 349–350	Lesson 2-8, Activity Lab 2-8b, exercise 16, exercise 30, exercises 1–3
02. Number, operation, and quantitative reasoning. The student is expected to:	A. select appropriate operations to solve problems involving rational numbers and justify the selections;	01. select appropriate operations to solve problems involving rational numbers	0131340190	74, 17, 21, 67, 73	More Than One Way, Example 3, Example 2, Example 4, Example 3
02. Number, operation, and quantitative reasoning. The student is expected to:	A. select appropriate operations to solve problems involving rational numbers and justify the selections;	02. justify the selections	0131340190	74, 14, 17, 73	More Than One Way, Activity Lab question 2, Example 3, Example 3
02. Number, operation, and quantitative reasoning. The student is expected to:	B. use appropriate operations to solve problems involving rational numbers in problem situations;	>>>>>	0131340190	17, 21, 66–67, 73–74, 230–231	Example 3, Example 2, Examples 1 and 4, Example 3 and More Than One way, Examples 1–3
02. Number, operation, and quantitative reasoning. The student is expected to:	C. evaluate a solution for reasonableness; and	>>>>>	0131340190	80, 73, 224, 116, 279	Example 1 and exercises 1-4, Check for Reasonableness at end of Example 3, Check for Reasonableness at end of Example 1, "Is the answer reasonable?" near bottom of page. "Is the answer reasonable?" at bottom of page

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02. Number, operation, and quantitative reasoning. The student is expected to:	D. use multiplication by a constant factor (unit rate) to represent proportional relationships.	>>>>>	0131340190	167–170, 176, 179, 193, 164	Lesson 4-2, More Than One Way, Guided Problem Solving, Example 2 with TAKS Tip, Activity exercise 3
03. Patterns, relationships, and algebraic thinking. The student is expected to:	A. compare and contrast proportional and non-proportional linear relationships; and	01. compare and contrast proportional linear relationships	0131340190	172–173, 179, 161, 527, 298–299	first activity in Activity Lab 4-3a and exercises, Guided Problem Solving, Example 3, Activity Lab 11-4a, exercises 12–13
03. Patterns, relationships, and algebraic thinking. The student is expected to:	A. compare and contrast proportional and non-proportional linear relationships; and	02. compare and contrast non-proportional linear relationships	0131340190	173, 533, 535–536	second activity in Activity Lab 4-3a and exercises, exercises 5–6, bottom half of 535 and More Than One Way
03. Patterns, relationships, and algebraic thinking. The student is expected to:	A. compare and contrast proportional and non-proportional linear relationships; and	03. compare and contrast proportional and non-proportional linear relationships	0131340190	172–173, 279, 275	Activity Lab 4-3a, Guided Problem Solving, exercise 36
03. Patterns, relationships, and algebraic thinking. The student is expected to:	B. estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates.	01. estimate solutions to application problems involving percents	0131340190	215, 216–217, 239, 230	Examples 2 and 3, exercises 4/15/ 22–28/ 36, Activity Lab 5-6b, Check for Reasonableness after Example 1
03. Patterns, relationships, and algebraic thinking. The student is expected to:	B. estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates.	02. find solutions to application problems involving percents	0131340190	219, 224–225, 230–233, 234–238, 242–244	Examples 2 and 3, Example 1 and More Than One Way, Lesson 5-5, Lesson 5-6, Lesson 5-7

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03. Patterns, relationships, and algebraic thinking. The student is expected to:	B. estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates.	03. estimate solutions to application problems involving other proportional relationships such as similarity and rates	0131340190	198, 167, 163	"Estimate" in Example 2, Check for Reasonableness at end of Example 2, exercise 31
03. Patterns, relationships, and algebraic thinking. The student is expected to:	B. estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates.	04. find solutions to application problems involving other proportional relationships such as similarity and rates	0131340190	192–195, 197–200, 175–176, 177–178, 182	Lesson 4-6, Lesson 4-7, Example 2 and More Than One Way, exercises 21–26/ 29/ 31/ 35/ 41, Example 2
04. Patterns, relationships, and algebraic thinking. The student is expected to generate a different representation of data given another representation of data (such as a table, graph, equation, or verbal description).	>>>>>	>>>>>	0131340190	130–134, 129, 5–8, 34	Lesson 3-5, Activity Lab 3-5a, exposition and Examples 1 and 4 and exercises 3–8/ 15–19/ 24/ 29, Example 2
05. Patterns, relationships, and algebraic thinking. The student is expected to:	A. predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations; and	01. predict, find, and justify solutions to application problems using appropriate tables	0131340190	131, 323, 6, liv	More Than One Way, Activity Lab 7-5a, Example 4, Problem Solving Handbook: Make a Table
05. Patterns, relationships, and algebraic thinking. The student is expected to:	A. predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations; and	02. predict, find, and justify solutions to application problems using graphs	0131340190	132, 445, 446–447	More Than One Way at top of page, Example 2, exercises 9/ 13
05. Patterns, relationships, and algebraic thinking. The student is expected to:	A. predict, find, and justify solutions to application problems using appropriate tables, graphs, and algebraic equations; and	03. predict, find, and justify solutions to application problems using algebraic equations	0131340190	34, 39, 262, 272, 277	Example 2, More Than One Way, Example 2, Example 2, Example 2

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05. Patterns, relationships, and algebraic thinking. The student is expected to:	B. find and evaluate an algebraic expression to determine any term in an arithmetic sequence (with a constant rate of change)	>>>>>	0131340190	513, 515–516, 517, 521	Examples 2 and 3, exercises 11–17/ 24/ 37–38/ 41, Activity Lab 11-1b, exercise 23
06. Geometry and spatial reasoning. The student is expected to:	A. generate similar figures using dilations including enlargements and reductions; and	01. generate similar figures using dilations including enlargements	0131340190	186, 188, 189–190, 191, 278	Activity Lab 4-5a, Example 2, exercises 5–6/ 12/ 14, Activity Lab 4-5b, exercise 21
06. Geometry and spatial reasoning. The student is expected to:	A. generate similar figures using dilations including enlargements and reductions; and	02. generate similar figures using dilations including reductions	0131340190	187–188, 189–190, 191, 310, 521	Examples 1 and 3, exercises 4/ 7/ 11/ 13/ 15/ 19, Activity Lab 4-5b, exercise 33, exercise 22
06. Geometry and spatial reasoning. The student is expected to:	B. graph dilations, reflections, and translations on a coordinate plane.	01. graph dilations on a coordinate plane	0131340190	186, 188, 189–190, 191	Activity Lab 4-5a, Example 2, exercises 6–7/ 12–14, Activity Lab 4-5b
06. Geometry and spatial reasoning. The student is expected to:	B. graph dilations, reflections, and translations on a coordinate plane.	02. graph reflections on a coordinate plane	0131340190	141–142, 143–144, 170, 233, 299	Examples 1 and 2, exercises 2–16/ 22–25/ 29, exercise 41, exercise 34, exercise 14
06. Geometry and spatial reasoning. The student is expected to:	B. graph dilations, reflections, and translations on a coordinate plane.	03. graph translations on a coordinate plane	0131340190	136, 137–139, 409, 163, 207	Example 1, exercises 3–10/ 23, exercises 17–18, exercise 32, exercise 16
07. Geometry and spatial reasoning. The student is expected to:	A. draw three-dimensional figures from different perspectives;	>>>>>	0131340190	362, 359, 360–361, 579, 596	Activity Lab 8-2b, Examples 2 and 3, exercises 4/ 8–10/ 15/ 20, exercise 34, exercise 32
07. Geometry and spatial reasoning. The student is expected to:	B. use geometric concepts and properties to solve problems in fields such as art and architecture;	>>>>>	0131340190	113, 329–330, 337, 333–334	Example 2, Example 1 and More Than One Way, Examples 1 and 2, Guided Problem Solving

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07. Geometry and spatial reasoning. The student is expected to:	C. use pictures or models to demonstrate the Pythagorean Theorem; and	>>>>>	0131340190	111, 112-113, 157, 139, 595	Activity Lab 3-2a, Key Concept and Examples 1 and 2, exercises 12–14, exercise 24, exercise 22
07. Geometry and spatial reasoning. The student is expected to:	D. locate and name points on a coordinate plane using ordered pairs of rational numbers.	>>>>>	0131340190	124–125, 126–127, 131, 250, 557	exposition and Example 1, exercises 5–22/ 25/ 30/ 32, Example 2, exercise 35, exercises 13–15
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	01. find lateral surface area of prisms using concrete models	0131340190 0131340107	367 369, 368, 399	first activity TE margin: Concrete Models under Guided Instruction, Special Needs at bottom of page, Concrete Models under Guided Instruction
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	02. find lateral surface area of pyramids using concrete models	0131340190 0131340107	373 375, 399	Activity Lab 8-5a TE margin: Tactile Learners under Guided Instruction, Concrete Models under Guided Instruction
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	03. find lateral surface area of cylinders using concrete models	0131340190 0131340107	367, 369 370, 399	second activity, soup can at bottom of page TE margin: Concrete Models under Guided instruction, Concrete Models under Guided Instruction

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08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	04. find lateral surface area of prisms using nets (two-dimensional models)	0131340190	368, 371, 473, 461	bottom of page, exercise 5, exercise 22, exercise 1
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	05. find lateral surface area of pyramids using nets (two-dimensional models)	0131340190 0131340107	374, 585 375	Example 1, exercise 40 TE margin: Teaching Tip under Guided Instruction
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	06. find lateral surface area of cylinders using nets (two-dimensional models)	0131340190 0131340107	370, 384, 596 371	Example 3, exercise 27, exercise 34 TE margin: Exercises note
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	07. find total surface area of prisms using concrete models	0131340107	367, 368, 369, 399	TE margin: Teaching Tip under Guided Instruction, Special Needs at bottom of page, Concrete Models under Guided Instruction, Concrete Models under Guided Instruction
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	08. find total surface area of pyramids using concrete models	0131340190 0131340107	373 375, 399	Activity Lab 8-5a TE margin: Tactile Learners under Guided Instruction, Concrete Models under Guided Instruction
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	09. find total surface area of cylinders using concrete models	0131340190 0131340107	367 370, 399	second activity TE margin: second paragraph under Concrete Models, Concrete Models under Guided Instruction

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08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	10. find total surface area of prisms using nets (two-dimensional models)	0131340190 0131340107	368, 371, 407 369	Example 1, exercises 6–7, exercise 1 TE margin: Additional Example 1
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	02. find total surface area of pyramids using nets (two-dimensional models)	0131340190 0131340107	374, 377–378, 461 375	Example 1, exercises 6–8/ 25, exercise 2 TE margin: Teaching Tip under Guided Instruction
08. Measurement. The student is expected to:	A. find lateral and total surface area of prisms, pyramids, and cylinders using concrete models and nets (two-dimensional models);	03. find total surface area of cylinders using nets (two-dimensional models)	0131340190 0131340107	370, 461 371	Example 3, Example TE margin: Exercises note
08. Measurement. The student is expected to:	B. connect models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects; and	01. connect models of prisms to formulas for volume of these objects	0131340190	379, 380, 383	Activity Lab 8-6a, exposition above Key Concepts box and Key Concepts box, exercises 6–12/ 21–22
08. Measurement. The student is expected to:	B. connect models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects; and	02. connect models of cylinders to formulas for volume of these objects	0131340190	379, 381, 383	bottom of Activity Lab 8-6a, exposition and Key Concepts box and Example 2, exercises 13–15
08. Measurement. The student is expected to:	B. connect models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects; and	03. connect models of pyramids to formulas for volume of these objects	0131340190	387, 388, 390–391	first activity, exposition above Key Concepts box to bottom of page, exercises 5–7/ 21
08. Measurement. The student is expected to:	B. connect models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects; and	04. connect models of spheres to formulas for volume of these objects	0131340190 0131340107	394, 395 396	top of page through Key Concepts box, exercises 7–12 TE margin: Lesson Quiz diagram and exercise 2

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08. Measurement. The student is expected to:	B. connect models of prisms, cylinders, pyramids, spheres, and cones to formulas for volume of these objects; and	05. connect models of cones to formulas for volume of these objects	0131340190	387, 389, 390	second activity, art at top of page through Example 2, exercises 8–10
08. Measurement. The student is expected to:	C. estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.	01. estimate measurements and use formulas to solve application problems involving lateral surface area	0131340190	370, 371, 375, 377–378, 385	Example 3, exercises 8/ 14/ 17/ 22, Example 2, exercises 15/ 17, Guided Problem Solving
08. Measurement. The student is expected to:	C. estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.	02. estimate measurements and use formulas to solve application problems involving total surface area	0131340190	369–370, 372, 375	Examples 2 and 3, exercise 15, Example 3
08. Measurement. The student is expected to:	C. estimate measurements and use formulas to solve application problems involving lateral and total surface area and volume.	03. estimate measurements and use formulas to solve application problems involving volume	0131340190	380, 383–384, 389, 394–396, 386	Example 1, exercises 12/ 16/ 20/ 24/ 26, Example 3, Example 2 and exercises 13/ 18–22/ 26, exercises 3–4
09. Measurement. The student is expected to:	A. use the Pythagorean Theorem to solve real-life problems; and	>>>>>	0131340190	113, 114–115, 119, 120–121, 117	Example 2, exercises 13/ 15/ 20–21/ 25, Example 2, exercises 13–14/ 18/ 20/ 22, exercise 3
09. Measurement. The student is expected to:	B. use proportional relationships in similar two-dimensional figures or similar three-dimensional figures to find missing measurements.	>>>>>	0131340190	182, 398–401, 192–195, 196, 197–200	Examples 2 and 3, Lesson 8-9, Lesson 4-6, Activity Lab 4-7a, Lesson 4-7
10. Measurement. The student is expected to:	A. describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally; and	01. describe the resulting effects on perimeter when dimensions of a shape are changed proportionally	0131340190	185, 190, 191, 594	Activity questions 2–4/ 6–7, exercise 16, exercise 3 at bottom of page, exercise 15

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10. Measurement. The student is expected to:	A. describe the resulting effects on perimeter and area when dimensions of a shape are changed proportionally; and	02. describe the resulting effects on area when dimensions of a shape are changed proportionally	0131340190	185, 191, 264, 269, 585	activity questions 2–3/ 5–6/ 8, exercise 4 at bottom of page, exercise 33, exercise 44, exercise 42
10. Measurement. The student is expected to:	B. describe the resulting effect on volume when dimensions of a solid are changed proportionally.	>>>>>	0131340190	399, 400–401, 526	Key Concepts box and Example 2, exercises 7–9/ 12–13/ 18, exercise 23
11. Probability and statistics. The student is expected to:	A. find the probabilities of dependent and independent events;	01. find the probabilities of dependent events	0131340190	487, 488, 485, 499	Example 2, exercises 10–13/ 17, activity questions 8–9, exercise 28
11. Probability and statistics. The student is expected to:	A. find the probabilities of dependent and independent events;	02. find the probabilities of independent events	0131340190	486, 488–489, 485, 248, 508	Example 1, exercises 6–9/ 18–23/ 26, activity questions 2–3/ 6–7, Example 4, exercises 4–5
11. Probability and statistics. The student is expected to:	B. use theoretical probabilities and experimental results to make predictions and decisions; and	01. use theoretical probabilities to make predictions and decisions	0131340190	475, 476–477, 490, 474	Example 1, exercises 2–11/ 25–30, last two paragraphs in Math Games, activity exercises 5–7
11. Probability and statistics. The student is expected to:	B. use theoretical probabilities and experimental results to make predictions and decisions; and	02. use experimental results to make predictions and decisions	0131340190	476, 476–478, 474, 490	Example 2, exercises 1/ 12–24, activity questions 1–3, question after last bullet of Math Games
11. Probability and statistics. The student is expected to:	C. select and use different models to simulate an event.	>>>>>	0131340190	474, 484, liii	activity questions 1–2, Activity Lab 10-3b, Problem Solving Handbook: Act It Out
12. Probability and statistics. The student is expected to:	A. select the appropriate measure of central tendency or range to describe a set of data and justify the choice for a particular situation;	01. select the appropriate measure of central tendency or range to describe a set of data	0131340190	417, 414, 415–416, 465, 557	Activity Lab 9-1b, Example 4, exercises 16/ 18/ 26, exercises 1–2, exercises 16–17

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12. Probability and statistics. The student is expected to:	A. select the appropriate measure of central tendency or range to describe a set of data and justify the choice for a particular situation;	02. select the appropriate measure of central tendency or range to justify the choice for a particular situation	0131340190	417, 414, 415–416	Activity Lab 9-1b, Example 4, exercises 16/ 18/ 26
12. Probability and statistics. The student is expected to:	B. draw conclusions and make predictions by analyzing trends in scatterplots; and	>>>>>	0131340190	445, 446–447, 443, 551, 455	Example 2, exercises 9/ 13/ 15, activity questions 7/ 9–10, exercises 1–3, exercise 6
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	01. select an appropriate representation for presenting and displaying relationships among collected data, including line plots, with the use of technology	0131340190 0131340107	418 419, 420, 435	Online Active Math activity with Example 1 TE margin: Technology Tip under Guided Instruction, Exercises note, Technology Tip under Guided Instruction
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	02. use an appropriate representation for presenting and displaying relationships among collected data, including line plots, with the use of technology	0131340190 0131340107	418 419, 420, 435	Online Active Math activity with Example 1 TE margin: Technology Tip under Guided Instruction, Exercises note, Technology Tip under Guided Instruction

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	03. select an appropriate representation for presenting and displaying relationships among collected data, including line graphs, with the use of technology	0131340107	427, 430, 460, 458	TE margin: Technology Tip at end of Guided Instruction, Technology Tip, second paragraph of Technology Tip under Guided Instruction, Technology Tip
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	04. use an appropriate representation for presenting and displaying relationships among collected data, including line graphs, with the use of technology	0131340107	427, 430, 460, 458	TE margin: Technology Tip at end of Guided Instruction, Technology Tip, second paragraph of Technology Tip under Guided Instruction, Technology Tip
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	05. select an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plots, with the use of technology	0131340190 0131340107	435 435, 442, 458	Online Active Math activity with Check Your Understanding TE margin: Technology Tip under Guided Instruction, Technology Tip under Guided Instruction, Technology Tip

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	06. use an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plots, with the use of technology	0131340190 0131340107	435 435, 442, 458	Online Active Math activity with Check Your Understanding TE margin: Technology Tip under Guided Instruction, Technology Tip under Guided Instruction, Technology Tip
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	07. select an appropriate representation for presenting and displaying relationships among collected data, including circle graphs, with the use of technology	0131340107	451, 455, 458, 460	TE margin: Technology Tip under Guided Instruction, Exercises note at top of margin, Technology Tip, second paragraph of Technology Tip under Guided Instruction
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	08. use an appropriate representation for presenting and displaying relationships among collected data, including circle graphs, with the use of technology	0131340107	451, 455, 458, 460	TE margin: Technology Tip under Guided Instruction, Exercises note at top of margin, Technology Tip, second paragraph of Technology Tip under Guided Instruction

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	09. select an appropriate representation for presenting and displaying relationships among collected data, including bar graphs, with the use of technology	0131340107	430, 451, 458, 460	TE margin: Technology Tip, Technology Tip under Guided Instruction, Technology Tip, second paragraph of Technology Tip under Guided Instruction
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	10. use an appropriate representation for presenting and displaying relationships among collected data, including bar graphs, with the use of technology	0131340107	430, 451, 458, 460	TE margin: Technology Tip, Technology Tip under Guided Instruction, Technology Tip, second paragraph of Technology Tip under Guided Instruction
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	11. select an appropriate representation for presenting and displaying relationships among collected data, including box and whisker plots, with the use of technology	0131340190 0131340107	442, 439 455, 458	Activity Lab 9-6b, Online Active Math activity with Example 1 TE margin: second paragraph of Exercises note at top of page, Technology Tip

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	12. use an appropriate representation for presenting and displaying relationships among collected data, including box and whisker plots, with the use of technology	0131340190	442, 439	Activity Lab 9-6b, Online Active Math activity with Example 1
			0131340107	455, 458	TE margin: second paragraph of Exercises note at top of page, Technology Tip
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	13. select an appropriate representation for presenting and displaying relationships among collected data, including histograms, with the use of technology	0131340190	423, 419	Activity Lab 9-2b, Online Active Math activity with Example 3
			0131340107	419, 420	TE margin: second paragraph of Technology Tip under Guided Instruction, Exercises note
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	14. use an appropriate representation for presenting and displaying relationships among collected data, including histograms, with the use of technology	0131340190	423, 419	Activity Lab 9-2b, Online Active Math activity with Example 3
			0131340107	419, 420	TE margin: second paragraph of Technology Tip under Guided Instruction, Exercises note

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	15. select an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, with the use of technology	0131340107	424, 426, 477	TE margin: Technology Tip at bottom of margin, Activity note at top of margin, Activity note
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	16. use an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, with the use of technology	0131340107	424, 426, 477	TE margin: Technology Tip at bottom of margin, Activity note at top of margin, Activity note
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	17. select an appropriate representation for presenting and displaying relationships among collected data, including line plots, without the use of technology	0131340190	418–419, 420–422, 466, 458	Examples 1 and 2, exercises 4–7/ 10/ 13–15/ 24, exercise 3, exercise 14

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	18. use an appropriate representation for presenting and displaying relationships among collected data, including line plots, without the use of technology	0131340190	418–419, 420–422, 466, 458	Examples 1 and 2, exercises 4–7/ 10/ 13–15/ 20–22/ 24, exercise 3, exercise 14
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	19. select an appropriate representation for presenting and displaying relationships among collected data, including line graphs, without the use of technology	0131340190	456, 522, 642, 429, 458	Example 1, Activity Lab 11-2b, Skills Handbook, Example 2, exercise 5
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	20. use an appropriate representation for presenting and displaying relationships among collected data, including line graphs, without the use of technology	0131340190	522, 642, 429, 427, 518–519	Activity Lab 11-2b, Skills Handbook, Example 2, Activity Lab 9-4a, Examples 1 and 2

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	21. select an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plots, without the use of technology	0131340190	433, 434, 436–437, 458	Example 1, More Than One Way, exercises 7–9/ 12/14, exercise 10
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	22. use an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plots, without the use of technology	0131340190	433–437, 596, 441, 489	Lesson 9-5, exercise 36, exercise 20, exercises 28–30
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	23. select an appropriate representation for presenting and displaying relationships among collected data, including circle graphs, without the use of technology	0131340190	451, 453, 458, 466, 595	Example 2, exercises 12/ 15, exercise 7, exercise 4, exercise 48

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	24. use an appropriate representation for presenting and displaying relationships among collected data, including circle graphs, without the use of technology	0131340190	450–451, 452–453, 454–455, 551	Examples 1 and 2, exercises 2/4–6/ 8–11/ 13, Guided Problem Solving and exercise 3, Example 1
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	25. select an appropriate representation for presenting and displaying relationships among collected data, including bar graphs, without the use of technology	0131340190	641, 456, 164	Skills Handbook, Quick Check under Example 1, activity questions 6–7
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	26. use an appropriate representation for presenting and displaying relationships among collected data, including bar graphs, without the use of technology	0131340190	641, 223, 565, 164, 180	Skills Handbook, Activity 5-3b, exercise 29, activity questions 6–7, exercise 6

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	27. select an appropriate representation for presenting and displaying relationships among collected data, including box and whisker plots, without the use of technology	0131340190	439, 440–441, 458–459	Example 2, exercises 5–6/ 9/ 14, exercises 9/ 18
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	28. use an appropriate representation for presenting and displaying relationships among collected data, including box and whisker plots, without the use of technology	0131340190	438–441, 455, 447, 538	Lesson 9-6, exercise 7, exercise 18, exercises 25–28
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	29. select an appropriate representation for presenting and displaying relationships among collected data, including histograms, without the use of technology	0131340190	457, 419, 420–421	Example 2, exposition and Example 3, exercises 8/ 16–18

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12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	30. use an appropriate representation for presenting and displaying relationships among collected data, including histograms, without the use of technology	0131340190	419, 420–421, 459, 426	exposition and Example 3, exercises 8/ 16–18, exercise 19, exercises 17–18
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	31. select an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, without the use of technology	0131340190	424–426, 499, 508, 556	Lesson 9-3, exercise 29, exercise 8, exercise 9
12. Probability and statistics. The student is expected to:	C. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plots, line graphs, stem and leaf plots, circle graphs, bar graphs, box and whisker plots, histograms, and Venn diagrams, with and without the use of technology.	32. use an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, without the use of technology	0131340190	424–426, 499, 508, 556	Lesson 9-3, exercise 29, exercise 8, exercise 9
13. Probability and statistics. The student is expected to:	A. evaluate methods of sampling to determine validity of an inference made from a set of data; and	>>>>>	0131340190	481, 482–483, 508–509, 595	Example 3, exercises 12–13/ 19, exercises 9–10, exercise 26

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13. Probability and statistics. The student is expected to:	B. recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.	01. recognize misuses of graphical or numerical information	0131340190	427, 428–431, 432, 223	Activity Lab 9-4a, Lesson 9-4, Activity Lab 9-4b, activity questions 2/ 4–5/ 7–8
13. Probability and statistics. The student is expected to:	B. recognize misuses of graphical or numerical information and evaluate predictions and conclusions based on data analysis.	02. evaluate predictions and conclusions based on data analysis.	0131340190 0131340107	427, 223, 455 443, 436, 477	Activity Lab 9-4a, activity questions 5/ 7–8, exercise 6 TE margin: Evaluating Predictions under Guided Instruction, Exercises note, Exercises note
14. Underlying processes and mathematical tools. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	01. identify and apply mathematics to everyday experiences	0131340190	234–238, 242–244, 192–195, 214–215	Lesson 5-6, Lesson 5-7, Lesson 4-6, paragraph under Why Learn This and Example 3
14. Underlying processes and mathematical tools. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	02. identify and apply mathematics to activities in and outside of school	0131340190	6, 182, 272, 359	Example 4, Example 2, Example 2, Example 3
14. Underlying processes and mathematical tools. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	03. identify and apply mathematics with other disciplines	0131340190	92–93, 193, 248, 119	paragraph under Why Learn This and Examples 1–3, Example 2, Example 4, Example 2
14. Underlying processes and mathematical tools. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	04. identify and apply mathematics with other mathematical topics	0131340190	389, 339, 383, 88, 109	Example 3, exercise 32, exercise 18, exercise 31, exercise 34

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14. Underlying processes and mathematical tools. The student is expected to:	B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	>>>>>	0131340190	xlviiii–lvii, 24, 68	Problem Solving Handbook, Guided Problem Solving, exercise 29
14. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	01. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture	0131340190	1, 24–25, 78–79, 345, 356	Problem Solving Handbook, Guided Problem Solving middle of page and exercise 3, Guided Problem Solving and exercises 1–2, TAKS Strategies, exercise 13
14. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	02. select or develop an appropriate problem-solving strategy from a variety of different types, including looking for a pattern	0131340190	li, 360, 130, 512	Problem Solving Handbook, exercise 11, Example 1, exposition above Example 1 and Example 1
14. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	03. select or develop an appropriate problem-solving strategy from a variety of different types, including systematic guessing and checking	0131340190	lii, 390, 403, 539	Problem Solving Handbook, exercise 12, TAKS Strategies, Math Games

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TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
14. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	04. select or develop an appropriate problem-solving strategy from a variety of different types, including acting it out	0131340190	liii, 361, 484	Problem Solving Handbook, exercise 17–18, Activity Lab 10-3b
14. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	05. select or develop an appropriate problem-solving strategy from a variety of different types, including making a table	0131340190	liv, 6–7, 130, 513, 323	Problem Solving Handbook, Example 4 and exercise 16, Example 1, Example 3, activity questions 2–3
14. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	06. select or develop an appropriate problem-solving strategy from a variety of different types, including working a simpler problem	0131340190	lv, 360, 337	Problem Solving Handbook, exercise 11, Example 2

Correlations to Texas Essential Knowledge and Skills (TEKS)					
Curriculum Unit	Chapter 111. Mathematics				
Subject Area	Subchapter B. Middle School				
Course	§111.24. Mathematics, Grade 8.				
Publisher	Pearson Education, Inc., publishing as Pearson Prentice Hall				
Program Title	Prentice Hall Mathematics: Course 3 (Texas Edition)				
ISBN	0131340190, 0131340107				
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14. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	07. select or develop an appropriate problem-solving strategy from a variety of different types, including working backwards to solve a problem	0131340190	lvi, 589, 70	Problem Solving Handbook, TAKS Strategies, Math Games
14. Underlying processes and mathematical tools. The student is expected to:	D. select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems	>>>>>	0131340190	27, 32, 42, 80, 191	Examples 1–3, Activity Lab 1-6a, Activity Lab 1-7b, Activity Lab 2-6a, Activity Lab 4-5b
15. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	01. communicate mathematical ideas using language	0131340190	4, 9, 77, 318–319	exposition and table at bottom of page, Vocabulary Builder, Vocabulary Builder, exposition and Examples 1 and 2
15. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	02. communicate mathematical ideas using efficient tools	0131340190	194, 461, 451	TAKS Tip with exercises 18–20, TAKS Strategies, Example 2
			0131340107	193	TE margin: Choosing Tools under Guided Instruction
15. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	03. communicate mathematical ideas using appropriate units	0131340190	165, 461	Activity Lab 4-2a, TAKS Strategies
			0131340107	338, 382	TE margin: Appropriate Units note, Error Prevention under Guided Instruction

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TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
15. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	04. communicate mathematical ideas using graphical mathematical models	0131340190	15, 131–132, 519, 73	Activity Lab 1-3a, Example 2 and More Than One Way, Example 2, Example 3
15. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	05. communicate mathematical ideas using numerical mathematical models	0131340190	6, 17, 21	Example 4, Example 3, Example 2,
15. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	06. communicate mathematical ideas using physical mathematical models	0131340190	32, 260, 265, 387	Activity Lab 1-6a, Activity Lab 6-1a, Activity Lab 6-2a, Activity Lab 8-7a
15. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	07. communicate mathematical ideas using algebraic mathematical models	0131340190	34, 113, 182, 262	Example 2, Example 2, Examples 2 and 3, Example 2
15. Underlying processes and mathematical tools. The student is expected to:	B. evaluate the effectiveness of different representations to communicate ideas.	>>>>>	0131340190 0131340107	414, 417, 428–429, 456–457 451	Example 4, Activity Lab 9-1b, Examples 1 and 2, Examples 1 and 2 TE margin: Technology Tip under Guided Instruction
16. Underlying processes and mathematical tools. The student is expected to:	A. make conjectures from patterns or sets of examples and nonexamples; and	01. make conjectures from patterns or sets of examples	0131340190	512–513, 302, 323, 15	Examples 1 and 3, first activity questions 5/ 8 and second activity question 11, activity question 3, activity questions 2/ 5–6

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16. Underlying processes and mathematical tools. The student is expected to:	A. make conjectures from patterns or sets of examples and nonexamples; and	02. make conjectures from patterns or sets of nonexamples	0131340190	512–513, 302, 323, 15	Examples 1 and 3, first activity questions 5/ 8 and second activity question 11, activity question 3, activity questions 2/ 5–6
16. Underlying processes and mathematical tools. The student is expected to:	B. validate his/her conclusions using mathematical properties and relationships.	>>>>>	0131340190	111, 318–319, 210, 215	Activity 3-2a, Examples 1 and 2, Example 1, Example 2