Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Proclamation 2004

NONCONFORMING

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter B. Middle School
§111.22. Mathematics, Grade 6.

39 TEKS Total

Publisher Name: **Wright Group/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.**

Program Title: **Everyday Mathematics Grade 6** ISBN: **0076091120**

Total Number of Student Expectations not addressed: 14

Percent of Student Expectations addressed: 64.10%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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01. Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:

    D. write prime factorizations using exponents;

    F. identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers.

        02. identify common multiples of a set of positive integers

02. Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:

    A. model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;

        02. model addition situations involving fractions with pictures

        05. model subtraction situations involving fractions with objects

        06. model subtraction situations involving fractions with pictures

    D. estimate and round to approximate reasonable results and to solve problems where exact answers are not required; and

        02. estimate and round to solve problems where exact answers are not required

04. Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. The student is expected to:

    B. use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.

        01. use tables of data to generate formulas representing relationships involving perimeter of a rectangular prism

        02. use tables of data to generate formulas representing relationships involving area of a rectangular prism

        03. use tables of data to generate formulas representing relationships involving volume of a rectangular prism, etc.

06. Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:

    A. use angle measurements to classify angles as acute, obtuse, or right;

        01. use angle measurements to classify angles as acute

        02. use angle measurements to classify angles as obtuse

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03. use angle measurements to classify angles as right

07. Geometry and spatial reasoning. The student uses coordinate geometry to identify location in two dimensions. The student is expected to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.

A. locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.

01. locate points on a coordinate plane using ordered pairs of non-negative rational numbers
02. name points on a coordinate plane using ordered pairs of non-negative rational numbers

08. Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:

A. estimate measurements (including circumference) and evaluate reasonableness of results;

01. estimate measurements (including circumference)
02. evaluate reasonableness of results

B. select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;

05. select appropriate units, tools, or formulas to measure problems involving time
07. select appropriate units, tools, or formulas to measure problems involving temperature
08. select appropriate units, tools, or formulas to solve problems involving temperature
19. use appropriate units, tools, or formulas to measure problems involving temperature
20. use appropriate units, tools, or formulas to solve problems involving temperature
23. use appropriate units, tools, or formulas to measure problems involving weight

09. Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to:

B. find the probabilities of a simple event and its complement and describe the relationship between the two.

01. find the probabilities of a simple event and its complement
02. describe the relationship between the two.

10. Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:

A. select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;

08. use an appropriate representation for presenting and displaying different graphical representations of the same data including stem and leaf plot;

B. identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data;

01. identify mean (using concrete objects and pictorial models) of a set of data

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11. Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. 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
        02. select or develop an appropriate problem-solving strategy from a variety of different types, including looking for a pattern
        03. select or develop an appropriate problem-solving strategy from a variety of different types, including systematic guessing and checking
        05. select or develop an appropriate problem-solving strategy from a variety of different types, including making a table
        06. select or develop an appropriate problem-solving strategy from a variety of different types, including working a simpler problem
        07. select or develop an appropriate problem-solving strategy from a variety of different types, including working backwards to solve a problem

13. Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. 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

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter B. Middle School
§111.22. Mathematics, Grade 6. (Spanish)

39 TEKS Total

Publisher Name: **Wright Group/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.**

Program Title: **Everyday Mathematics Grade 6 Spanish** ISBN: **0076091139**

Total Number of Student Expectations not addressed: 11

Percent of Student Expectations addressed: 71.79%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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01. Números, operaciones y razonamiento cuantitativo. El estudiante representa y utiliza números racionales en una variedad de formas equivalentes. Se espera que el estudiante:
    - D. escriba factorizaciones primas utilizando exponentes;

02. Números, operaciones y razonamiento cuantitativo. El estudiante suma, resta, multiplica y divide para resolver problemas y justificar soluciones. Se espera que el estudiante:
    - A. dé ejemplos de sumar y restar fracciones con objetos, dibujos, palabras y números;
        - 01. dé ejemplos de sumar fracciones con objetos
        - 06. dé ejemplos de restar fracciones con dibujos

04. Patrones, relaciones y pensamiento algebraico. El estudiante utiliza letras como variables en expresiones matemáticas para describir cómo una cantidad cambia cuando una cantidad relacionada cambia. Se espera que el estudiante:
    - B. utilice tablas de datos para generar fórmulas que representen relaciones incluyendo perímetro, área, volumen de un prisma rectangular, etc.
        - 01. utilice tablas de datos para generar fórmulas que representen relaciones incluyendo perímetro de un prisma rectangular
        - 03. utilice tablas de datos para generar fórmulas que representen relaciones incluyendo volumen de un prisma rectangular, etc.

08. Medición. El estudiante resuelve problemas de aplicación incluyendo estimación y medidas de longitud, área, tiempo, temperatura, volumen, peso y ángulos. Se espera que el estudiante:
    - A. estime medidas (incluyendo circunferencias) y evalúe lo razonable de los resultados;
        - 01. estime medidas (incluyendo circunferencias)
    - B. seleccione y utilice unidades apropiadas, instrumentos o fórmulas para medir y resolver problemas que involucren longitud (incluyendo perímetro), área, tiempo, temperatura, volumen, y peso;
        - 07. seleccione unidades apropiadas, instrumentos o fórmulas para medir problemas que involucren temperatura
        - 08. seleccione unidades apropiadas, instrumentos o fórmulas para resolver problemas que involucren temperatura
        - 19. utilice unidades apropiadas, instrumentos o fórmulas para medir problemas que involucren temperatura
        - 20. utilice unidades apropiadas, instrumentos o fórmulas para resolver problemas que involucren temperatura
        - 23. utilice unidades apropiadas, instrumentos o fórmulas para medir problemas que involucren peso
        - 24. utilice unidades apropiadas, instrumentos o fórmulas para resolver problemas que involucren peso

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§111.22. Mathematics, Grade 6. (Spanish)

39 TEKS Total

09. Probabilidad y estadística. El estudiante utiliza probabilidad experimental y teórica para hacer predicciones. Se espera que el estudiante:

    B. encuentre las probabilidades de un evento simple y su complemento, y describa la relación entre los dos.

        01. encuentre las probabilidades de un evento simple y su complemento
        02. describa la relación entre los dos.

10. Probabilidad y estadística. El estudiante utiliza representaciones de estadística para analizar datos. Se espera que el estudiante:

    A. seleccione y utilice una representación apropiada para presentar y mostrar diferentes representaciones gráficas de los mismos datos incluyendo diagramas de acumulación, gráficas lineales, gráficas de barra y diagramas de tallo y hojas;

        01. seleccione una representación apropiada para presentar y mostrar diferentes representaciones gráficas de los mismos datos incluyendo diagramas de acumulación

    D. resuelva problemas reuniendo, organizando, exhibiendo e interpretando datos.

        02. resuelva problemas organizando datos
        03. resuelva problemas exhibiendo datos

11. Procesos fundamentales e instrumentos de matemáticas. El estudiante aplica matemáticas del 6º grado para resolver problemas relacionados con experiencias diarias, investigaciones dentro de otras disciplinas y actividades dentro y fuera de la escuela.

    B. utilice un modelo de resolución de problemas en el cual incorpore la comprensión del problema, hace un plan, lo lleva a cabo y evaluá lo razonable de la solución;

        03. utilice un modelo de resolución de problemas en el cual incorpore el llevar a cabo un plan
        04. utilice un modelo de resolución de problemas en el cual incorpore el evaluar lo razonable de la solución

    C. seleccione o desarrolle una estrategia de resolución de problemas apropiada en la que se hace un dibujo, busca un patrón, adivina y comprueba sistemáticamente, hace una dramatización, hace una tabla, resuelve un problema más sencillo o trabaja desde el final hasta el principio para solucionar un problema; y

        01. seleccione o desarrolle una estrategia de resolución de problemas apropiada en la que se hace un dibujo
        03. seleccione o desarrolle una estrategia de resolución de problemas apropiada en la que se adivina y comprueba sistemáticamente
        04. seleccione o desarrolle una estrategia de resolución de problemas apropiada en la que se hace una dramatización
        06. seleccione o desarrolle una estrategia de resolución de problemas apropiada en la que se resuelve un problema más sencillo
        07. seleccione o desarrolle una estrategia de resolución de problemas apropiada en la que se trabaja desde el final hasta el principio para solucionar un problema

13. Procesos fundamentales e instrumentos de matemáticas. El estudiante utiliza un razonamiento lógico para hacer suposiciones y verificar conclusiones. Se espera que el estudiante:

    A. haga suposiciones de patrones o de grupos de ejemplos y de los que no son ejemplos y

        02. haga suposiciones de patrones de los que no son ejemplos

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Math Subchapter B. Middle School
§111.23. Mathematics, Grade 7.

43 TEKS Total

Publisher Name: **CPM Educational Program**

Program Title: **Foundations for Algebra: Year 1** ISBN: **1931287643**

Total Number of Student Expectations not addressed: 16

Percent of Student Expectations addressed: 62.79%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

---

01. Number, operation, and quantitative reasoning. The student is expected to:
    - A. compare and order integers and positive rational numbers;
        - 01. compare integers
        - 02. order integers
    - B. convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator; and
        - 03. convert between fractions, decimals, whole numbers, and percents with a calculator
    - C. represent squares and square roots using geometric models.
        - 01. represent squares using geometric models.
        - 02. represent square roots using geometric models.

02. Number, operation, and quantitative reasoning. The student is expected to:
    - A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;
        - 13. represent division situations involving decimals with models, including concrete objects
        - 14. represent division situations involving decimals with models, including pictures
        - 15. represent division situations involving decimals with models, including words
    - C. use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms;
        - 04. use models, such as concrete objects, pictorial models, and number lines, to divide integers and connect the actions to algorithms
    - E. simplify numerical expressions involving order of operations and exponents;
        - 02. simplify numerical expressions involving exponents

04. Patterns, relationships, and algebraic thinking. The student is expected to:
    - B. graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling; and

05. Patterns, relationships, and algebraic thinking. The student is expected to:
    - A. use concrete and pictorial models to solve equations and use symbols to record the actions; and

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Math Subchapter B. Middle School
§111.23. Mathematics, Grade 7.

43 TEKS Total

B. formulate problem situations when given a simple equation and formulate an equation when given a problem situation.

01. formulate problem situations when given a simple equation

06. Geometry and spatial reasoning. The student is expected to:

C. use properties to classify three-dimensional figures, including pyramids, cones, prisms, and cylinders; and

01. use properties to classify three-dimensional figures, including pyramids
02. use properties to classify three-dimensional figures, including cones
03. use properties to classify three-dimensional figures, including prisms
04. use properties to classify three-dimensional figures, including cylinders

D. use critical attributes to define similarity.

07. Geometry and spatial reasoning. The student is expected to:

B. graph reflections across the horizontal or vertical axis and graph translations on a coordinate plane.

01. graph reflections across the horizontal or vertical axis
02. graph translations on a coordinate plane

08. Geometry and spatial reasoning. The student is expected to:

A. sketch three-dimensional figures when given the top, side, and front views;

11. Probability and statistics. The student is expected to:

A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and

01. select an appropriate representation for presenting and displaying relationships among collected data, including line plot, and justify the selection
02. use an appropriate representation for presenting and displaying relationships among collected data, including line plot, and justify the selection
03. select an appropriate representation for presenting and displaying relationships among collected data, including line graph, and justify the selection
04. use an appropriate representation for presenting and displaying relationships among collected data, including line graph, and justify the selection
05. select an appropriate representation for presenting and displaying relationships among collected data, including bar graph, and justify the selection
06. use an appropriate representation for presenting and displaying relationships among collected data, including bar graph, and justify the selection
07. select an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plot, and justify the selection
09. select an appropriate representation for presenting and displaying relationships among collected data, including circle graph, and justify the selection

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§111.23. Mathematics, Grade 7.

43 TEKS Total

10. use an appropriate representation for presenting and displaying relationships among collected data, including circle graph, and justify the selection
11. select an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, and justify the selection
12. use an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, and justify the selection

13. 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
04. identify and apply mathematics with other mathematical topics

14. 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

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter B. Middle School
§111.24. Mathematics, Grade 8.

42 TEKS Total

Publisher Name: **CORD Communications, Inc.**

Program Title: **Bridges to Algebra and Geometry** ISBN: **1578373417**

Total Number of Student Expectations not addressed: 8

Percent of Student Expectations addressed: 80.95%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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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;
        - 03. compare rational numbers in various forms including percents
        - 04. order rational numbers in various forms including percents
        - 11. compare rational numbers in various forms including negative decimals;

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

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
        - 02. compare and contrast non-proportional linear relationships
        - 03. compare and contrast proportional and non-proportional linear relationships

07. Geometry and spatial reasoning. The student is expected to:
    - C. use pictures or models to demonstrate the Pythagorean Theorem; and

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
        - 02. find lateral surface area of pyramids using concrete models
        - 04. find lateral surface area of prisms using nets (two-dimensional models)
        - 05. find lateral surface area of pyramids using nets (two-dimensional models)
        - 11. find total surface area of pyramids using nets (two-dimensional models)
    - 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

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§111.24. Mathematics, Grade 8.

42 TEKS Total

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
02. estimate measurements and use formulas to solve application problems involving total surface area
03. estimate measurements and use formulas to solve application problems involving volume

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
02. use an appropriate representation for presenting and displaying relationships among collected data, including line plots, with 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
06. use an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plots, with 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
08. use an appropriate representation for presenting and displaying relationships among collected data, including circle graphs, with 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
10. use an appropriate representation for presenting and displaying relationships among collected data, including bar graphs, with 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
12. use an appropriate representation for presenting and displaying relationships among collected data, including box and whisker plots, with the use of technology
13. select an appropriate representation for presenting and displaying relationships among collected data, including histograms, with the use of technology
14. use an appropriate representation for presenting and displaying relationships among collected data, including histograms, with 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
16. use an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, with 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
32. use an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, without the use of technology

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Math Subchapter B. Middle School
§111.24. Mathematics, Grade 8.

42 TEKS Total

Publisher Name: **CPM Educational Program**

Program Title: **Foundations for Algebra: Year 2** ISBN: **1931287651**

Total Number of Student Expectations not addressed: 15

Percent of Student Expectations addressed: 64.29%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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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;
  - 03. compare rational numbers in various forms including percents
  - 04. order rational numbers in various forms including percents
  - 07. compare rational numbers in various forms including negative fractions
  - 08. order rational numbers in various forms including negative fractions
  - 11. compare rational numbers in various forms including negative decimals;
  - 12. order rational numbers in various forms including negative decimals;

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
  - 02. compare and contrast non-proportional linear relationships
  - 03. compare and contrast proportional and non-proportional linear relationships
- 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
  - 03. estimate solutions to application problems involving other proportional relationships such as similarity and rates

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
- B. graph dilations, reflections, and translations on a coordinate plane.
  - 01. graph dilations on a coordinate plane
  - 02. graph reflections on a coordinate plane
  - 03. graph translations on a coordinate plane

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);

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Math Subchapter B. Middle School
§111.24. Mathematics, Grade 8.

42 TEKS Total

01. find lateral surface area of prisms using concrete models
02. find lateral surface area of pyramids using concrete models
03. find lateral surface area of cylinders using concrete models
04. find lateral surface area of prisms using nets (two-dimensional models)
05. find lateral surface area of pyramids using nets (two-dimensional models)
06. find lateral surface area of cylinders using nets (two-dimensional models)
08. find total surface area of pyramids using concrete models
11. find total surface area of pyramids using nets (two-dimensional models)

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
04. connect models of spheres to formulas for volume of these objects

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
02. estimate measurements and use formulas to solve application problems involving total surface area
03. estimate measurements and use formulas to solve application problems involving volume

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

C. select and use different models to simulate an event.

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

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
02. use an appropriate representation for presenting and displaying relationships among collected data, including line plots, with 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
04. use an appropriate representation for presenting and displaying relationships among collected data, including line graphs, with 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

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06. use an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plots, with 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
08. use an appropriate representation for presenting and displaying relationships among collected data, including circle graphs, with 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
10. use an appropriate representation for presenting and displaying relationships among collected data, including bar graphs, with 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
12. use an appropriate representation for presenting and displaying relationships among collected data, including box and whisker plots, with the use of technology
13. select an appropriate representation for presenting and displaying relationships among collected data, including histograms, with the use of technology
14. use an appropriate representation for presenting and displaying relationships among collected data, including histograms, with 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
16. use an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, with 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
18. use an appropriate representation for presenting and displaying relationships among collected data, including line plots, 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
23. select an appropriate representation for presenting and displaying relationships among collected data, including circle graphs, 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
25. select an appropriate representation for presenting and displaying relationships among collected data, including bar graphs, 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
29. select an appropriate representation for presenting and displaying relationships among collected data, including histograms, 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
31. select an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, without the use of technology

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§111.24. Mathematics, Grade 8.

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32. use an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, without the use of technology

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

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;

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

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Math Subchapter C. High School
§111.32. Algebra I.

39 TEKS Total

Publisher Name: **CORD Communications, Inc.**

Program Title: **Algebra 1** ISBN: **1578373263**

Total Number of Student Expectations not addressed: 5

Percent of Student Expectations addressed: 87.18%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:

B. gather and record data and use data sets to determine functional relationships between quantities;

01. gather and record data to determine functional relationships between quantities

06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and

A. develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;

01. develop the concept of slope as rate of change

E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;

02. determine the intercepts of the graphs of linear functions from tables

F. interpret and predict the effects of changing slope and y-intercept in applied situations; and

01. interpret and predict the effects of changing slope in applied situations

11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:

C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.

01. analyze data and represent situations involving exponential growth using concrete models

05. analyze data and represent situations involving decay using concrete models

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.32. Algebra I.

39 TEKS Total

Publisher Name: **CORD Communications, Inc.**

Program Title: **Algebra 1** ISBN: **1578374219**

Total Number of Student Expectations not addressed: 14

Percent of Student Expectations addressed: 64.10%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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01. Foundations for functions. The student understands that a function represents a dependence of one quantity on another and can be described in a variety of ways. The student is expected to:
    - B. gather and record data and use data sets to determine functional relationships between quantities;
        - 01. gather and record data to determine functional relationships between quantities
    - D. represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities; and
        - 04. represent relationships among quantities using diagrams

02. Foundations for functions. The student uses the properties and attributes of functions. The student is expected to:
    - A. identify and sketch the general forms of linear (y = x) and quadratic (y = x2) parent functions;
        - 03. sketch the general forms of linear (y = x) parent functions
        - 04. sketch the general forms of quadratic (y = x2) parent functions
    - D. collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations.
        - 01. collect and organize data

04. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequ
    - B. use the commutative, associative, and distributive properties to simplify algebraic expressions; and
        - 02. use the associative properties to simplify algebraic expressions

06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and
    - A. develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations;
        - 01. develop the concept of slope as rate of change
        - 03. determine slopes from tables

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.32. Algebra I.

39 TEKS Total

E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;

02. determine the intercepts of the graphs of linear functions from tables

04. determine the zeros of linear functions from graphs

05. determine the zeros of linear functions from tables

06. determine the zeros of linear functions from algebraic representations

07. Linear functions. The student formulates equations and inequalities based on linear functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

B. investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities; and

04. investigate methods for solving inequalities using concrete models, select a method, and solve the inequalities

C. interpret and determine the reasonableness of solutions to linear equations and inequalities.

02. interpret and determine the reasonableness of solutions to inequalities

08. Linear functions. The student formulates systems of linear equations from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

B. solve systems of linear equations using concrete models, graphs, tables, and algebraic methods; and

01. solve systems of linear equations using concrete models

03. solve systems of linear equations using tables

09. Quadratic and other nonlinear functions. The student understands that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions. The

A. determine the domain and range for quadratic functions in given situations;

01. determine the domain for quadratic functions in given situations

02. determine the range for quadratic functions in given situations

10. Quadratic and other nonlinear functions. The student understands there is more than one way to solve a quadratic equation and solves them using appropriate methods. The student is expected to:

A. solve quadratic equations using concrete models, tables, graphs, and algebraic methods; and

01. solve quadratic equations using concrete models

11. Quadratic and other nonlinear functions. The student understands there are situations modeled by functions that are neither linear nor quadratic and models the situations. The student is expected to:

B. analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods; and

01. analyze data and represent situations involving inverse variation using concrete models

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.32. Algebra I.

39 TEKS Total

02. analyze data and represent situations involving inverse variation using tables
03. analyze data and represent situations involving inverse variation using graphs

C. analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods.

01. analyze data and represent situations involving exponential growth using concrete models
05. analyze data and represent situations involving decay using concrete models
06. analyze data and represent situations involving decay using tables

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.32. Algebra I.

39 TEKS Total

Publisher Name: **Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.**

Program Title: **Contemporary Mathematics in Context: A Unified Approach Course 1 Texas Package**

ISBN: **0078759390**

Total Number of Student Expectations not addressed: 1

Percent of Student Expectations addressed: 97.44%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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06. Linear functions. The student understands the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interprets and describes the effects of changes in parameters of linear functions in real-world and

E. determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations;

04. determine the zeros of linear functions from graphs

05. determine the zeros of linear functions from tables

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.33. Algebra II.

44 TEKS Total

Publisher Name: **CPM Educational Program**

Program Title: **Mathematics 3 (Algebra 2)** ISBN: **1931287686**

Total Number of Student Expectations not addressed: 22

Percent of Student Expectations addressed: 50.00%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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03. Foundations for functions. The student formulates systems of equations and inequalities from problem situations, uses a variety of methods to solve them, and analyzes the solutions in terms of the situations. The student is expected to:

C. interpret and determine the reasonableness of solutions to systems of equations or inequalities for given contexts.

01. interpret and determine the reasonableness of solutions to systems of equations for given contexts

02. interpret and determine the reasonableness of solutions to systems of inequalities for given contexts

06. Quadratic and square root functions. The student understands that quadratic functions can be represented in different ways and translates among their various representations. The student is expected to:

A. determine the reasonable domain and range values of quadratic functions, as well as interpret and determine the reasonableness of solutions to quadratic equations and inequalities;

02. determine the reasonable domain of quadratic functions, as well as interpret and determine the reasonableness of solutions to inequalities

04. determine the range values of quadratic functions, as well as interpret and determine the reasonableness of solutions to inequalities

08. Quadratic and square root functions. The student formulates equations and inequalities based on quadratic functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

A. analyze situations involving quadratic functions and formulate quadratic equations or inequalities to solve problems;

02. analyze situations involving quadratic functions and formulate inequalities to solve problems

B. analyze and interpret the solutions of quadratic equations using discriminants and solve quadratic equations using the quadratic formula;

01. analyze and interpret the solutions of quadratic equations using discriminants

D. solve quadratic equations and inequalities using graphs, tables, and algebraic methods.

01. solve quadratic equations using graphs

02. solve quadratic equations using tables

05. solve quadratic inequalities using tables

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.33. Algebra II.

44 TEKS Total

06. solve quadratic inequalities using algebraic methods

09. Quadratic and square root functions. The student formulates equations and inequalities based on square root functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

A. use the parent function to investigate, describe, and predict the effects of parameter changes on the graphs of square root functions and describe limitations on the domains and ranges;

03. use the parent function to predict the effects of parameter changes on the graphs of square root functions and describe limitations on the domains and ranges

C. determine the reasonable domain and range values of square root functions, as well as interpret and determine the reasonableness of solutions to square root equations and inequalities;

03. interpret and determine the reasonableness of solutions to square root equations

04. interpret and determine the reasonableness of solutions to square root inequalities

D. determine solutions of square root equations using graphs, tables, and algebraic methods;

01. determine solutions of square root equations using graphs

02. determine solutions of square root equations using tables

E. determine solutions of square root inequalities using graphs and tables;

01. determine solutions of square root inequalities using graphs

02. determine solutions of square root inequalities using tables

F. analyze situations modeled by square root functions, formulate equations or inequalities, select a method, and solve problems; and

01. analyze situations modeled by square root functions, formulate equations, select a method, and solve problems

02. analyze situations modeled by square root functions, formulate inequalities, select a method, and solve problems

10. Rational functions. The student formulates equations and inequalities based on rational functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

A. use quotients of polynomials to describe the graphs of rational functions, predict the effects of parameter changes, describe limitations on the domains and ranges, and examine asymptotic behavior;

02. use quotients of polynomials to predict the effects of parameter changes

B. analyze various representations of rational functions with respect to problem situations;

C. determine the reasonable domain and range values of rational functions, as well as interpret and determine the reasonableness of solutions to rational equations and inequalities;

01. determine the reasonable domain values of rational functions

02. determine the reasonable range values of rational functions

03. interpret and determine the reasonableness of solutions to rational equations

04. interpret and determine the reasonableness of solutions to rational inequalities

D. determine the solutions of rational equations using graphs, tables, and algebraic methods;

01. determine the solutions of rational equations using graphs

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.33. Algebra II.

44 TEKS Total

02. determine the solutions of rational equations using tables

E. determine solutions of rational inequalities using graphs and tables;

01. determine solutions of rational inequalities using graphs
02. determine solutions of rational inequalities using tables

F. analyze a situation modeled by a rational function, formulate an equation or inequality composed of a linear or quadratic function, and solve the problem; and

01. analyze a situation modeled by a rational function, formulate an equation composed of a linear function, and solve the problem
02. analyze a situation modeled by a rational function, formulate an inequality composed of a linear function, and solve the problem
03. analyze a situation modeled by a rational function, formulate an equation composed of a quadratic function, and solve the problem
04. analyze a situation modeled by a rational function, formulate an inequality composed of a quadratic function, and solve the problem

G. use functions to model and make predictions in problem situations involving direct and inverse variation.

02. use functions to model and make predictions in problem situations involving inverse variation

11. Exponential and logarithmic functions. The student formulates equations and inequalities based on exponential and logarithmic functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is exp

B. use the parent functions to investigate, describe, and predict the effects of parameter changes on the graphs of exponential and logarithmic functions, describe limitations on the domains and ranges, and examine asymptotic behavior;

06. use the parent functions to predict the effects of parameter changes on the graphs of logarithmic functions

C. determine the reasonable domain and range values of exponential and logarithmic functions, as well as interpret and determine the reasonableness of solutions to exponential and logarithmic equations and inequalities;

02. determine the reasonable domain values of logarithmic functions
03. determine the reasonable range values of exponential functions
04. determine the reasonable range values of logarithmic functions
06. interpret and determine the reasonableness of solutions to logarithmic equations
07. interpret and determine the reasonableness of solutions to exponential inequalities
08. interpret and determine the reasonableness of solutions to logarithmic inequalities

D. determine solutions of exponential and logarithmic equations using graphs, tables, and algebraic methods;

01. determine solutions of exponential equations using graphs
02. determine solutions of exponential equations using tables
04. determine solutions of logarithmic equations using graphs
05. determine solutions of logarithmic equations using tables

E. determine solutions of exponential and logarithmic inequalities using graphs and tables; and

01. determine solutions of exponential inequalities using graphs

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.33. Algebra II.

44 TEKS Total

02. determine solutions of exponential inequalities using tables
03. determine solutions of logarithmic inequalities using graphs
04. determine solutions of logarithmic inequalities using tables

F. analyze a situation modeled by an exponential function, formulate an equation or inequality, and solve the problem.

02. analyze a situation modeled by an exponential function, formulate an inequality and solve the problem

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.33. Algebra II.

44 TEKS Total

Publisher Name: **Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.**

Program Title: **Contemporary Mathematics in Context: A Unified Approach Course 3 Texas Package** ISBN: **0078759412**

Total Number of Student Expectations not addressed: 21

Percent of Student Expectations addressed: 52.27%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

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02. Foundations for functions. The student understands the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequa

A. use tools including factoring and properties of exponents to simplify expressions and to transform and solve equations; and

04. use tools including properties of exponents to transform and solve equations

04. Algebra and geometry. The student connects algebraic and geometric representations of functions. The student is expected to:

C. describe and analyze the relationship between a function and its inverse.

05. Algebra and geometry. The student knows the relationship between the geometric and algebraic descriptions of conic sections. The student is expected to:

A. describe a conic section as the intersection of a plane and a cone;

B. sketch graphs of conic sections to relate simple parameter changes in the equation to corresponding changes in the graph;

06. Quadratic and square root functions. The student understands that quadratic functions can be represented in different ways and translates among their various representations. The student is expected to:

A. determine the reasonable domain and range values of quadratic functions, as well as interpret and determine the reasonableness of solutions to quadratic equations and inequalities;

01. determine the reasonable domain of quadratic functions, as well as interpret and determine the reasonableness of solutions to quadratic equations

04. determine the range values of quadratic functions, as well as interpret and determine the reasonableness of solutions to inequalities

07. Quadratic and square root functions. The student interprets and describes the effects of changes in the parameters of quadratic functions in applied and mathematical situations. The student is expected to:

B. use the parent function to investigate, describe, and predict the effects of changes in a, h, and k on the graphs of $y = a(x - h)2 + k$ form of a function in applied and purely mathematical situations.

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.33. Algebra II.

44 TEKS Total

03. use the parent function to predict the effects of changes in a, on the graphs of y = a(x - h)2 + k form of a function in applied situations
06. use the parent function to predict the effects of changes in h, on the graphs of y = a(x - h)2 + k form of a function in applied situations
09. use the parent function to predict the effects of changes in k, on the graphs of y = a(x - h)2 + k form of a function in applied situations
12. use the parent function to predict the effects of changes in a, on the graphs of y = a(x - h)2 + k form of a function in purely mathematical situations
15. use the parent function to predict the effects of changes in h, on the graphs of y = a(x - h)2 + k form of a function in purely mathematical situations

08. Quadratic and square root functions. The student formulates equations and inequalities based on quadratic functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

B. analyze and interpret the solutions of quadratic equations using discriminants and solve quadratic equations using the quadratic formula;

01. analyze and interpret the solutions of quadratic equations using discriminants

D. solve quadratic equations and inequalities using graphs, tables, and algebraic methods.

02. solve quadratic equations using tables

09. Quadratic and square root functions. The student formulates equations and inequalities based on square root functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

A. use the parent function to investigate, describe, and predict the effects of parameter changes on the graphs of square root functions and describe limitations on the domains and ranges;

01. use the parent function to investigate the effects of parameter changes on the graphs of square root functions and describe limitations on the domains and ranges
02. use the parent function to describe the effects of parameter changes on the graphs of square root functions and describe limitations on the domains and ranges
03. use the parent function to predict the effects of parameter changes on the graphs of square root functions and describe limitations on the domains and ranges

B. relate representations of square root functions, such as algebraic, tabular, graphical, and verbal descriptions;

C. determine the reasonable domain and range values of square root functions, as well as interpret and determine the reasonableness of solutions to square root equations and inequalities;

01. determine the reasonable domain values of square root functions, as well as interpret and determine the reasonableness of solutions to square root equations and inequalities
02. determine the reasonable range values of square root functions, as well as interpret and determine the reasonableness of solutions to square root equations and inequalities
03. interpret and determine the reasonableness of solutions to square root equations
04. interpret and determine the reasonableness of solutions to square root inequalities

D. determine solutions of square root equations using graphs, tables, and algebraic methods;

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.33. Algebra II.

44 TEKS Total

01. determine solutions of square root equations using graphs
02. determine solutions of square root equations using tables
03. determine solutions of square root equations using algebraic methods

E. determine solutions of square root inequalities using graphs and tables;

01. determine solutions of square root inequalities using graphs
02. determine solutions of square root inequalities using tables

F. analyze situations modeled by square root functions, formulate equations or inequalities, select a method, and solve problems; and

01. analyze situations modeled by square root functions, formulate equations, select a method, and solve problems
02. analyze situations modeled by square root functions, formulate inequalities, select a method, and solve problems

10. Rational functions. The student formulates equations and inequalities based on rational functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is expected to:

D. determine the solutions of rational equations using graphs, tables, and algebraic methods;

02. determine the solutions of rational equations using tables

E. determine solutions of rational inequalities using graphs and tables;

01. determine solutions of rational inequalities using graphs
02. determine solutions of rational inequalities using tables

F. analyze a situation modeled by a rational function, formulate an equation or inequality composed of a linear or quadratic function, and solve the problem; and

02. analyze a situation modeled by a rational function, formulate an inequality composed of a linear function, and solve the problem

11. Exponential and logarithmic functions. The student formulates equations and inequalities based on exponential and logarithmic functions, uses a variety of methods to solve them, and analyzes the solutions in terms of the situation. The student is exp

B. use the parent functions to investigate, describe, and predict the effects of parameter changes on the graphs of exponential and logarithmic functions, describe limitations on the domains and ranges, and examine asymptotic behavior;

03. use the parent functions to predict the effects of parameter changes on the graphs of exponential functions
04. use the parent functions to investigate the effects of parameter changes on the graphs of logarithmic functions
05. use the parent functions to describe the effects of parameter changes on the graphs of logarithmic functions
06. use the parent functions to predict the effects of parameter changes on the graphs of logarithmic functions

C. determine the reasonable domain and range values of exponential and logarithmic functions, as well as interpret and determine the reasonableness of solutions to exponential and logarithmic equations and inequalities;

02. determine the reasonable domain values of logarithmic functions
06. interpret and determine the reasonableness of solutions to logarithmic equations
07. interpret and determine the reasonableness of solutions to exponential inequalities

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.33. Algebra II.

44 TEKS Total

08. interpret and determine the reasonableness of solutions to logarithmic inequalities

D. determine solutions of exponential and logarithmic equations using graphs, tables, and algebraic methods;

04. determine solutions of logarithmic equations using graphs
05. determine solutions of logarithmic equations using tables

E. determine solutions of exponential and logarithmic inequalities using graphs and tables; and

01. determine solutions of exponential inequalities using graphs
02. determine solutions of exponential inequalities using tables
03. determine solutions of logarithmic inequalities using graphs
04. determine solutions of logarithmic inequalities using tables

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.35. Precalculus.

23 TEKS Total

Publisher Name: **Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.**

Program Title: **Contemporary Mathematics in Context: A Unified Approach Course 4 Texas Package**

ISBN: **0078759420**

Total Number of Student Expectations not addressed: 7

Percent of Student Expectations addressed: 69.57%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

---

01. The student defines functions, describes characteristics of functions, and translates among verbal, numerical, graphical, and symbolic representations of functions, including polynomial, rational, power (including radical), exponential, logarithmic, t

A. describe parent functions symbolically and graphically, including f(x) = xn, f(x) = 1n x, f(x) = loga x, f(x) = 1/x, f(x) = ex, f(x) = |x|, f(x) = ax, f(x) = sin x, f(x) = arcsin x, etc.;

14. describe parent functions graphically including f(x) = ex
18. describe parent functions graphically including f(x) = arcsin x

B. determine the domain and range of functions using graphs, tables, and symbols;

02. determine the domain of functions using tables
05. determine the range of functions using tables

C. describe symmetry of graphs of even and odd functions;

02. describe symmetry of graphs of odd functions

E. investigate the concepts of continuity, end behavior, asymptotes, and limits and connect these characteristics to functions represented graphically and numerically.

01. investigate the concepts of continuity and connect these characteristics to functions represented graphically
05. investigate the concepts of continuity and connect these characteristics to functions represented numerically
08. investigate the concepts of limits, and connect these characteristics to functions represented numerically

03. The student uses functions and their properties, tools and technology, to model and solve meaningful problems. The student is expected to:

E. solve problems from physical situations using trigonometry, including the use of Law of Sines, Law of Cosines, and area formulas and incorporate radian measure where needed.

03. solve problems from physical situations using trigonometry, including the use of area formulas and incorporate radian measure where needed

04. The student uses sequences and series as well as tools and technology to represent, analyze, and solve real-life problems. The student is expected to:

B. use arithmetic, geometric, and other sequences and series to solve real-life problems;

03. use other sequences to solve real-life problems

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.35. Precalculus.

23 TEKS Total

04. use other series to solve real-life problems

C. describe limits of sequences and apply their properties to investigate convergent and divergent series; and

03. apply their properties to investigate convergent series

04. apply their properties to investigate divergent series

Proclamation 2004

Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School
§111.35. Precalculus.

23 TEKS Total

Publisher Name: **John Wiley and Sons, Inc.**

Program Title: **Functions Modeling Change: A Preparation for Calculus, 2E Texas Edition Digital Text**

ISBN: **0470039426**

Total Number of Student Expectations not addressed: 3

Percent of Student Expectations addressed: 86.96%

The program listed above has been recommended as nonconforming; following is information regarding the TEKS not addressed.

---

01. The student defines functions, describes characteristics of functions, and translates among verbal, numerical, graphical, and symbolic representations of functions, including polynomial, rational, power (including radical), exponential, logarithmic, t
    - E. investigate the concepts of continuity, end behavior, asymptotes, and limits and connect these characteristics to functions represented graphically and numerically.
        - 01. investigate the concepts of continuity and connect these characteristics to functions represented graphically
        - 05. investigate the concepts of continuity and connect these characteristics to functions represented numerically

02. The student interprets the meaning of the symbolic representations of functions and operations on functions to solve meaningful problems. The student is expected to:
    - A. apply basic transformations, including a • f(x), f(x) + d, f(x - c), f(b • x), and compositions with absolute value functions, including |f(x)|, and f(|x|), to the parent functions;
        - 01. apply basic transformations, including a • f(x), and compositions with absolute value functions, including |f(x)|, to the parent functions
        - 02. apply basic transformations, including f(x) + d, and compositions with absolute value functions, including |f(x)|, to the parent functions
        - 03. apply basic transformations, including f(x - c), and compositions with absolute value functions, including |f(x)|, to the parent functions
        - 04. apply basic transformations, including f(b • x), and compositions with absolute value functions, including |f(x)|, to the parent functions
        - 05. apply basic transformations, including a • f(x), and compositions with absolute value functions, including f(|x|)|, to the parent functions
        - 06. apply basic transformations, including f(x) + d, and compositions with absolute value functions, including f(|x|), to the parent functions
        - 07. apply basic transformations, including f(x - c), and compositions with absolute value functions, including f(|x|), to the parent functions
        - 08. apply basic transformations, including f(b • x), and compositions with absolute value functions, including f(|x|), to the parent functions

03. The student uses functions and their properties, tools and technology, to model and solve meaningful problems. The student is expected to:

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Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials

Math Subchapter C. High School

§111.35. Precalculus.

23 TEKS Total

E. solve problems from physical situations using trigonometry, including the use of Law of Sines, Law of Cosines, and area formulas and incorporate radian measure where needed.

03. solve problems from physical situations using trigonometry, including the use of area formulas and incorporate radian measure where needed