

Curriculum Map

Subject: <u>Math</u>	Grade Level: <u>7</u>	Sixth Week: <u>5th</u>	Week: <u>1</u>
Instructional Focus Summary	Students will select and use appropriate representation for displaying data, including line plot, line graph, stem-and-leaf plot, bar graph, and Venn diagram, and justify the selection.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>(7.11) Probability and statistics. The student understands that the way a set of data is displayed influences its interpretation.</p> <p>The student is expected to:</p> <p><u>(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</u></p> <p>(B) make inferences and convincing arguments based on an analysis of given or collected data.</p> <p>(7.12) Probability and statistics. The student uses measures of central tendency and range to describe a set of data.</p> <p>The student is expected to:</p> <p>(A) describe a set of data using mean, median, mode, and range; and</p> <p><u>(B) choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.</u></p> <p>(7.14) Underlying processes and mathematical tools. The student communicates about Grade 7 mathematics through informal and mathematical language, representations, and models.</p> <p>The student is expected to:</p> <p>(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and</p>		
Concepts/ Vocabulary	Statistics, data, line plot, cluster, outlier, range, analyze, measures of central tendency, mean, median, mode, stem-and-leaf-plot, leaf, stems, inferences, bar graph, histogram, Venn Diagram		
Resources	Glencoe Textbook, Interactive Classroom PowerPoint Presentation, Measuring Up Workbook, Buckle Down Workbook, Transparency with TAKS Practice, 5 minute Checks		
Instructional Activities	Mini Math Labs to introduce lessons		
Assessment	Chapter Test, Mid Chapter Quiz, Ticket out the Door Assessment		
Integration			

Intervention	Re-teaching using the TAKS Countdown, Study Guide and Notables
Extension	

Subject: <u>Math</u>	Grade Level: <u>7</u>	Sixth Week: <u>5th</u>	Week: <u>2</u>
Instructional Focus Summary	Solve problems by using a graph, Analyze line graphs and scatter plots to make predictions and inferences, Select an appropriate display for a set of data, recognize when statistics and graphs are misleading		
TEKS/SE (Bolded TEKS/SE are assessed with TAKS) <u>(Power TEKS/Student Expectations are Underlined)</u> (TEKS below 80% passing on the last TAKS test)	<p>(7.11) Probability and statistics. The student understands that the way a set of data is displayed influences its interpretation.</p> <p>The student is expected to:</p> <p><u>(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</u></p> <p><u>(B) make inferences and convincing arguments based on an analysis of given or collected data.</u></p> <p>(7.12) Probability and statistics. The student uses measures of central tendency and range to describe a set of data.</p> <p>The student is expected to:</p> <p>(B) choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation</p>		
Concepts/ Vocabulary	Line graph, scatter plot, bar graph, circle graph, histogram, line graph, line plot, stem-and-leaf plot, Venn diagram		
Resources	Glencoe Textbook, Interactive Classroom PowerPoint Presentation, Measuring Up Workbook, Buckle Down Workbook, Transparency with TAKS Practice, 5 minute Checks		
Instructional Activities	Mini Math Labs to introduce lessons		
Assessment	Chapter Test, Mid Chapter Quiz, Ticket out the Door Assessment		
Integration			
Intervention	Re-teaching using the TAKS Countdown, Study Guide and Notables		
Extension			

Subject: <u>Math</u>	Grade Level: <u>7</u>	Sixth Week: <u>5th</u>	Week: <u>3</u>
Instructional Focus Summary	Recognize that a physical or mathematical model can be used to describe the experimental and theoretical probability of real-life events.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>(7.10) Probability and statistics. The student recognizes that a physical or mathematical model can be used to describe the experimental and theoretical probability of real-life events.</p> <p>The student is expected to:</p> <p><u>(A) construct sample spaces for simple or composite experiments; and</u></p> <p><u>(B) find the probability of independent events</u></p> <p>(7.13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p> <p>The student is expected to</p> <p>(A) <u>identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</u></p> <p>(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.</p>		
Concepts/ Vocabulary	Outcome, simple event, probability, random, complementary event, sample space, tree diagram, fair game, fundamental counting, principle, permutation		
Resources	Glencoe Textbook, Interactive Classroom PowerPoint Presentation, Measuring Up Workbook, Buckle Down Workbook, Transparency with TAKS Practice, 5 minute Checks		
Instructional Activities	Mini Math Labs to introduce lessons		
Assessment	Chapter Test, Mid Chapter Quiz, Ticket out the Door Assessment		
Integration			
Intervention	Study Guide and Notables		
Extension	TAKS Review- Objective 1 Numbers, Operations, and Quantitative Reasoning		

Subject: <u>Math</u>	Grade Level: <u>7</u>	Sixth Week: <u>5th</u>	Week: <u>4</u>
Instructional Focus Summary	Find the number of combinations of a set of objects, Solve problems by acting it out, Find and compare experimental and theoretical probabilities, Find the probability of independent events. Use angle measurements to classify angles as acute, obtuse, or right.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>(7.6) Geometry and spatial reasoning. The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties.</p> <p>The student is expected to:</p> <p><u>(A) use angle measurements to classify pairs of angles as complementary or supplementary;</u></p> <p>(7.10) Probability and statistics. The student recognizes that a physical or mathematical model can be used to describe the experimental and theoretical probability of real-life events.</p> <p><u>The student is expected to:</u></p> <p>(A) <u>construct sample spaces for simple or composite experiments;</u></p> <p><u>(B) find the probability of independent events.</u></p> <p>(7.13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p> <p><u>The student is expected to:</u></p> <p><u>(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</u></p> <p>(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p><u>(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</u></p> <p>(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</p>		
Concepts/ Vocabulary	Combination, theoretical probability, experimental probability, composite event, independent event, angle, degrees, vertex, congruent angles, right angle, acute angle, obtuse angle, straight angle, complementary angles, supplementary angles, perpendicular lines		

Resources	Glencoe Textbook, Interactive Classroom PowerPoint Presentation, Measuring Up Workbook, Buckle Down Workbook, Transparency with TAKS Practice, 5 minute Checks
Instructional Activities	Mini math labs to introduce lessons,
Assessment	Chapter Test, Mid Chapter Quiz, Ticket out the Door Assessment
Integration	
Intervention	Study Guide and Notables
Extension	TAKS Review Objective 2 Patterns, Relationships, and Algebraic Reasoning

Subject: <u>Math</u>	Grade Level: <u>7</u>	Sixth Week: <u>1st</u>	Week: <u>5</u>
Instructional Focus Summary	Construct and interpret circle graphs, Use properties to classify triangles, Solve problems by using logical reasoning, Use properties to classify quadrilaterals.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>(7.11) Probability and statistics. The student understands that the way a set of data is displayed influences its interpretation.</p> <p>The student is expected to:</p> <p><u>(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</u></p> <p>(B) make inferences and convincing arguments based on an analysis of given or collected data.</p> <p>(7.6) Geometry and spatial reasoning. The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties.</p> <p><u>The student is expected to:</u></p> <p>(B) use properties to classify triangles and quadrilaterals;</p> <p>(7.8) Geometry and spatial reasoning. The student uses geometry to model and describe the physical world.</p> <p>The student is expected to:</p> <p>(C) use geometric concepts and properties to solve problems in fields such as art and architecture.</p> <p>(7.13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p> <p>(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p>		
Concepts/ Vocabulary	Circle Graph, triangle, congruent segments, acute triangle, right triangle, obtuse triangle, scalene triangle, isosceles triangle, equilateral triangle, quadrilateral, parallelogram, trapezoid, rhombus		
Resources	Glencoe Textbook, Interactive Classroom PowerPoint Presentation, Measuring Up Workbook, Buckle Down Workbook, Transparency with TAKS Practice, 5 minute Checks		
Instructional Activities	Mini Math Labs to introduce lessons		

Assessment	Chapter Test, Mid Chapter Quiz, Ticket out the Door Assessment
Integration	
Intervention	Study Guide and Notables
Extension	TAKS Review Objective 6- Mathematical Processes and Tools

Subject: <u>Math</u>	Grade Level: <u>7</u>	Sixth Week: <u>5th</u>	Week: <u>6</u>
Instructional Focus Summary	Determine whether figures are similar and find a missing length in a pair of similar figures, Classify polygons and determine which polygons can form a tessellation, Create tessellation using translations, Graph translations of polygons on a coordinate plane, Identify figures with line symmetry and graph reflections on a coordinate plane.		
<p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p>	<p>(7.3) Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships.</p> <p>The student is expected to:</p> <p><u>(B) estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.</u></p> <p>(7.4) Patterns, relationships, and algebraic thinking. The student represents a relationship in numerical, geometric, verbal, and symbolic form.</p> <p>The student is expected to:</p> <p><u>(A) generate formulas involving unit conversions, perimeter, area, circumference, volume, and scaling</u></p> <p>(7.6) Geometry and spatial reasoning. The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties.</p> <p>The student is expected to:</p> <p><u>(C) use properties to classify three-dimensional figures, including pyramids, cones, prisms, and cylinders; and</u></p> <p>(D) use critical attributes to define similarity.</p> <p>(7.7) Geometry and spatial reasoning. The student uses coordinate geometry to describe location on a plane.</p> <p>The student is expected to:</p> <p>(B) graph reflections across the horizontal or vertical axis and graph translations on a coordinate plane.</p> <p>(7.8) Geometry and spatial reasoning. The student uses geometry to model and describe the physical world.</p> <p>The student is expected to:</p> <p><u>(A) sketch three-dimensional figures when given the top, side, and front views;</u></p>		

	<p>(C) use geometric concepts and properties to solve problems in fields such as art and architecture.</p> <p>(7.9) Measurement. The student solves application problems involving estimation and measurement.</p> <p><u>The student is expected to:</u></p> <p><u>(A) estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes;</u></p> <p><u>(B) connect models for volume of prisms (triangular and rectangular) and cylinders to formulas of prisms (triangular and rectangular) and cylinders; and</u></p> <p>(7.13) Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school</p> <p><u>The student is expected to:</u></p> <p><u>(A) identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;</u></p> <p>(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</p> <p>(7.15) Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions.</p> <p><u>The student is expected to:</u></p> <p><u>(A) make conjectures from patterns or sets of examples and non-examples; and</u></p>
Concepts/ Vocabulary	Similar figures, corresponding sides, corresponding angles, indirect measurement, polygon, pentagon, hexagon, heptagon, octagon, nonagon, decagon, regular polygon, tessellation, transformation, translation, congruent figures, line symmetry, line of symmetry, reflection, line of reflection, base, circumference, cylinder, diameter, edge, π (pi), prism, radius, three-dimensional figure, triangular prism, vertex, volume, height,
Resources	Glencoe Textbook, Interactive Classroom PowerPoint Presentation, Measuring Up Workbook, Buckle Down Workbook, Transparency with TAKS Practice, 5 minute Checks
Instructional Activities	Mini Math Labs to introduce lessons
Assessment	Chapter Test, Mid Chapter Quiz, Ticket out the Door Assessment

Integration	
Intervention	Study Guide and Notables
Extension	TAKS Review Practice by Objective. Review all objectives 1-6.