

The TEKS Process skills (7.13 through 7.15) are integrated into all lessons

It will be impossible to “review” for TAKS due to the nature and volume of the TEKS.
Teachers must spiral review on a daily basis throughout the course of the year.

Resources

Days	TAKS Objective	TEKS: Student Expectation	Instructional Considerations	Glencoe Course 2	Performance Assessments	Additional Resources
11	1, 4	<p>7.1A compare and order integers and positive rational numbers</p> <p>7.2A represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;</p> <p>7.2B use addition, subtraction, multiplication and division to solve problems involving fractions and decimals</p> <p>7.2F select and use appropriate operation to solve problems and justify the solutions</p> <p>7.2G determine the reasonableness of a solution to a problem</p> <p>7.4A generate formulas involving <u>conversions</u>, perimeter, area, circumference, volume, scaling</p> <p>7.9A estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes;</p>	<ul style="list-style-type: none"> Daily warm-ups should review the following skills: factors, prime factors, divisibility patterns, GCF, LCM, simplifying, adding/subtracting fractions, conversions, multiply and divide decimals, and spiral review of new concepts Continue comparing and ordering whole numbers, fractions, and decimals on a number line. This is the students’ first experience with multiplying and dividing fractions. Continue to incorporate measurement concepts as they are tested on the TAKS test Students must be able to use concrete models, pictures, words, and numbers to represent multiplication and division situations involving fractions, and require students to justify solutions and determine reasonableness of solutions. Students should use fraction bars, pattern blocks, grid paper, geoboards, etc. to model multiplication and division. Textbook lessons must be supplemented with application word problems involving mixed practice (add, subtract, multiply, divide) in order to meet the TEKS. 	7-2 7-3 7-4A, 7-4, 7-6 7-9		Supplement 7-4A
2		Review and Topic Test				
4	1	<p>7.1A compare and order integers and positive rational numbers</p> <p>7.1B convert between fractions, decimals, whole numbers, and percents, mentally, with paper and pencil, and with a calculator</p>	<ul style="list-style-type: none"> Review topics should review the following skills: whole number operations, factors, prime factors, divisibility patterns, GCF, LCM, simplifying, adding subtracting fractions; spiral review of 1st 6 weeks topics 	8-1A 8-1 8-3 8-2		Supplement 8-3

		<p>7.2D use division to find unit rates and ratios in proportional relationships such as <u>speed, density, price, recipes, and student-teacher ratios</u></p>	<ul style="list-style-type: none"> Continue to compare and order decimals, fractions, percents on a number line Illustrate percents with concrete models and pictures Supplement the textbook with <u>application problems</u> Include proportional relationships such as those listed in TEK 7.2D. Assessment problems will consist of application problems, not “skill” problems. Topics to include: ratio and percents; fractions-decimals-percents; ratios and rates 			
7	1, 2	<p>7.1A compare and order integers and positive rational numbers</p> <p>7.1B convert between fractions, decimals, whole numbers, and percents, mentally, with paper and pencil, and with a calculator</p> <p>7.2B use addition, subtraction, multiplication and division to solve problems involving fractions and decimals</p> <p>7.2D use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratios</p> <p>7.2F select and use appropriate operation to solve problems and <u>justify the solutions</u></p> <p>7.2G determine the reasonableness of a solution to a problem</p> <p>7.3A estimate and find solutions to <u>application problems</u> involving percents</p> <p>7.3B estimate and find solutions to <u>application problems</u> involving proportional relationships such as similarity, scaling, unit costs, and related measurement units</p>	<ul style="list-style-type: none"> Daily warm-ups should review the following skills: factors, prime factors, divisibility patterns, GCF, LCM, simplifying, adding subtracting fractions Use a number line to help compare and order positive decimals Students should use manipulatives and pictures to model proportional relationships; generate data tables based on the relationship modeled and state the relationship modeled. Students must be able to translate among concrete, pictorial, symbolic representations of fractions, decimals and percents Supplement all textbook lessons with additional word problems. Students must be able to solve application problems, and justify their solutions Each practice should include some spiral review, application problems, and require students to justify solutions and determine reasonableness of solutions based on the context of the problem Topics to include: units costs, scale drawings, mixed application problems 	8-4 4-6,8-5 8-6 4-7	Be Reasonable (7.3A) Bargain Hunting (7.2F)	Supplement 4-7
5		Review /CBA				