

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
5	1	<p>7.1A compare and order integers and positive rational numbers</p> <p>7.2C use models to <u>add, subtract</u>, multiply and divide integer</p> <p>7.7A locate and name points on a coordinate plane using ordered pairs of integers; and</p> <p>7.7B graph reflections across the horizontal or vertical axis and graph translations on a coordinate plane</p> <p>7.4B graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling; and</p>	<ul style="list-style-type: none"> Daily warm-ups should provide for spiral review; continue to compare and order integers This is the students’ first experience with graphing translations on a coordinate plane. Reflections are to be graphed across both the x- and y-axis. This is the students’ first experience with adding and subtracting integers. All integer operations must be mastered in the 7th grade. Since all students must take Algebra I, it is important that integer operations are developed with many and varied concrete, as well as pictorial, experiences. Do not rush to the “rule”, and expect students to memorize it. The use of models, as well as finding and describing patterns behind the rules, is an important part of developing the concept. Tiles, 2-color counters, number line, etc are some of the manipulatives that may be used to teach integer operations. Students must be able to connect the concrete, pictorial, and symbolic representations. Pictorial representations should be required on specified homework problems, and also on assessments. Supplement the textbook with <u>application problems</u>. Assessment problems will consist of application problems, not just “skill” problems. 	<p>5-1 5-2 5-3 5-8 5-4A 5-4 5-5A 5-5 p 581</p>	<p>Noteworthy Attempt (7.2C)</p>	

3	1	<p>7.1A compare and order integers and positive rational numbers</p> <p>7.2C <u>use models</u> to add, subtract, <u>multiply and divide</u> integers</p> <p>7.14B evaluate the effect of different representations to common ideas</p>	<ul style="list-style-type: none"> Daily warm-ups should provide for spiral review This is the students' first experience with multiplying and dividing integers. All integer operations must be <i>mastered</i> in the 7th grade. Teach this objective at the concrete, pictorial, and symbolic levels. Since all students must take Algebra I, it is important that integer operations are developed with many and varied concrete, as well as pictorial, experiences. Do not rush to the "rule", and expect students to memorize it. The use of models, as well as finding and describing patterns behind the rules, is an important part of developing the concept. Tiles, 2-color counters, number line, etc are some of the manipulatives that may be used to teach integer operations. Students must be able to connect the concrete, pictorial, and symbolic representations. 	<p>5-6A 5-6 5-7 p582</p> <p>Application Problems</p>	George and Leah (7.14B)	
2		Review and Topic Test				
5		<p>7.1C represent squares and square roots using geometric models</p> <p>7.2E simplify numerical expressions involving order of operations and exponents</p>	<ul style="list-style-type: none"> Have students develop laws of exponents and apply them in problem situations This is the student's first experience with square roots. Be sure to use pattern blocks, geoboards, grid paper etc, to model square roots. Students will be required to translate expressions using the order of operations correctly. Be sure to use order of operations in problem situations. 	<p>2-5/1-4 10-1,10-2 1-2</p>		PS#6
7	5	7.11A select and use an appropriate representation for presenting collected data and justify the selection	<ul style="list-style-type: none"> Daily warm-ups should provide for spiral review. Topics to include: select appropriate representations for data, and justify the selection, make inferences 	<p>3-1 3-3 11-3</p>		

		7.11B make inferences and convincing argument based on an analysis of given or collected data.	and arguments based on analysis of the data <ul style="list-style-type: none"> Venn Diagrams are not taught independently in the textbook. Supplemental materials need to be added to adequately teach Venn Diagrams 	11-4		
3	5	7.12A describe a set of data using mean, median, mode, range 7.12B choose among mean, median, mode, or range to describe a set of data, and justify the choice for a particular situation	<ul style="list-style-type: none"> Daily warm-ups should provide for spiral review Teach constructing sample spaces at the pictorial and symbolic levels. Teach finding the probability of a compound event at the concrete and symbolic levels. Students must be able to determine the approximate probability of a compound event through experimentation, and compare theoretical and experimental probabilities. Topics to include: measure of central tendency, including justifying why a particular measure was selected to represent the data, constructing sample spaces for compound events 	3-4	A Tendency to Calculate 7.12A	
5		Review / 6 weeks Benchmark Test				