

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
10	1, 2	<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 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 	8-8 8-9 11-6 11-7	Be Reasonable (7.3A) Bargain Hunting (7.2F)	Supplement 11-2
1		Topic Test				

3	1 2	<p>7.5A use concrete and pictorial models to solve equations and use symbols to record the actions; and</p> <p>7.5B formulate problem situations when given a simple equation and formulate an equation when given a problem situation.</p> <p>7.15B validate his/her conclusions using mathematical properties and relationships</p>	<ul style="list-style-type: none"> Daily warm-ups should provide for spiral review Teach this objective at the concrete, pictorial, and symbolic levels. Algebra Tiles, Hands-On Equations, cups and 2-color counters, are some of the manipulatives that may be used to teach solving equations 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 “mixed” <u>application problems</u>. Assessment problems will consist of application problems, not “skill” problems. Students must be able to solve application problems, and justify their solutions within the context of the problem Topics to include: powers and exponents, solving 1-step equations with <u>addition or subtraction</u>, formulating problem situations to fit equations 	1-3 6-4 1-5 6-1A 6-1 6-1B	Balancing Act 7.15B	Supplement 6-4 Hands-On Equations
1	2	<p>7.5A use concrete and pictorial models to solve equations and use symbols to record the actions; and</p> <p>7.5B formulate problem situations when given a simple equation and formulate an equation when given a problem situation.</p>	<ul style="list-style-type: none"> Teach this objective at the concrete, pictorial, and symbolic levels. Topics to include: solving 1-step equations using <u>multiplication (division)</u>, formulating problem situations from given equations 	6-2		Supplement 6-2
3	2	<p>7.5A use concrete and pictorial models to solve equations and use symbols to record the actions; and</p> <p>7.5B formulate problem situations when given a simple equation and formulate an equation when given a problem situation.</p>	<ul style="list-style-type: none"> Teach this objective at the concrete, pictorial, and symbolic levels. Topics to include: solving 2-step equations, formulating problem situations to fit given equations 	6-3 6-5		

3	2	<p>7.4C use words and symbols to describe the relationship between the terms in an arithmetic sequence (with a constant rate of change) and their positions in the sequence.</p>	<ul style="list-style-type: none"> • Teach this objective at the concrete, pictorial, and symbolic levels. • Students must be able to construct concrete and pictorial representations of sequences, build tables to represent the relationship between the term number and the term value, generate algebraic rules that generalize the relationship, describe each term in the sequence with respect to its position, graph the relationship, determine if the relationship is proportional • Topics to include: table building, representing patterns algebraically, working with sequences 	4-3	Story Time 7.5B	Supplement 4-3 Supplement Formulate Equations
5		Review / CBA				