

## 7<sup>th</sup> Grade Math Curriculum Bundle # 1

<b>Title</b>	<b>Suggested Dates</b>
Fraction and Decimal Concepts	August 25 – September 11 (13 Days)



<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Number sense can be developed utilizing benchmark fractions and decimals, and being able to recognize equivalent values in different forms.	<ol style="list-style-type: none"> <li>1. How can you determine if a number is greater than or less than <math>\frac{1}{2}</math> or other benchmarks?</li> <li>2. How do you convert between fractions and decimals?</li> <li>3. What is the relationship between fractions and decimals?</li> </ol>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See Note Above)
<b>Three days allotted for beginning of year activities. Include AVID activities “Name Game” and “Team Huddle”</b>		
<p><b>7.1 Number, operation, and quantitative reasoning. The student represents and uses numbers in a variety of equivalent forms.</b></p> <p>7.1 A compare and order integers and positive rational numbers</p> <p><u>Teacher Note:</u> Emphasis on fraction and decimal comparisons, and benchmark percents (25%, 50%, 75%) only. Repeated in Bundle 4 for integers.</p>	<ul style="list-style-type: none"> <li>• identify multiple equivalent forms</li> <li>• use the following forms of positive rational numbers:                             <ul style="list-style-type: none"> <li>○ fractions with like &amp; unlike denominators - unit, proper, improper, mixed numbers</li> <li>○ decimals</li> </ul> </li> <li>• compare and order</li> <li>• find a number between two given numbers (could be multiple forms or like forms)</li> <li>• discuss ordering values in real life situations where “fastest time” would be the least value: racing times, golf, etc.</li> <li>• discuss other ordering possibilities</li> </ul>	<p><b>Region IV</b> TAKS Measurement 7<sup>th</sup> Grade Equivalence Lesson p.17</p> <p><b>AIRR 7<sup>th</sup> Grade</b> Activity #1-29</p>

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<p><b>7.1 Number, operation, and quantitative reasoning. The student represents and uses numbers in a variety of equivalent forms.</b></p> <p>7.1B <b>convert</b> between <b>fractions, decimals, whole numbers</b>, and percents <b>mentally</b>, on paper, or with a calculator</p> <p><u>Teacher Note:</u> Emphasis on fraction and decimal conversions only. Integers done in bundle 4. Percents done in bundle 7.</p>	<ul style="list-style-type: none"> <li>• use multiple forms in real world applications</li> <li>• use only positive numbers</li> <li>• Use the following forms of numbers:             <ul style="list-style-type: none"> <li>○ Mixed numbers</li> <li>○ Proper &amp; Improper fractions</li> <li>○ Decimals</li> <li>○ Rounding and estimating</li> </ul> </li> <li>• use pictorial representation</li> </ul>		<p><b>PH Textbook</b> Chapter 2. 6a (lab) Chapter 2.6</p> <p><b>AIRR 7<sup>th</sup> Grade</b> Activity #31-44</p> <p><b>Kamico 7<sup>th</sup> Grade</b> “Triple Match” p. 21 “Order in the Court” p. 9</p> <p><b>Region IV</b> Equivalence Lesson</p> <p><b>Understanding Math</b> Understanding Fractions: Topic 4, Topic 6</p> <p>Understanding Percent: Topic 2, Topic 3</p>
<p><b>7.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</b></p> <p>7.2G determine the reasonableness of a solution to a problem</p> <p><u>Note: Fractions and Decimals</u></p>	<ul style="list-style-type: none"> <li>• solve problems and identify answer in terms of “between” ranges of data (ex. between 5.2 and 6.3)</li> <li>• use mathematical reasoning to justify solution</li> <li>• use of estimation throughout process multi-step problems</li> </ul>		<p><b>Kamico 7<sup>th</sup> Grade</b> Tis the Season to Reason p. 144</p> <p><b>AIRR 7<sup>th</sup> Grade</b> Activity #112-115</p>
<p><b>7.14 Underlying processes and mathematical tools. The student communicates about Grade 7 mathematics through informal and mathematical language, representations, and models.</b></p> <p>7.14B evaluate the effectiveness of different representations to communicate ideas</p> <p><u>Note: Ongoing throughout bundles</u></p>	<p>Process skill to be addressed with relevant content</p>		

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<p><b>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.</b></p> <p>7.13D 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> <p><a href="#">Note: Ongoing throughout bundles</a></p>	<p>Process skill to be addressed with relevant content</p>		<p><a href="#">Factor Game</a></p> <p><a href="#">Factorize (making arrays)</a></p> <p><a href="#">Fraction Game</a></p>
<p><b>7.15 Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions.</b></p> <p>7.15A make conjectures from patterns or sets of examples and nonexamples</p> <p><a href="#">Note: Ongoing throughout bundles</a></p>	<p>Process skill to be addressed with relevant content</p>		
<p><b>7.15 Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions.</b></p> <p>7.15B validate his/her conclusions using mathematical properties and relationships</p> <p><a href="#">Note: Ongoing throughout bundles</a></p>	<p>Process skill to be addressed with relevant content</p>		