

<b>First Nine Weeks</b> <b>NEW 2016 MATH SOL</b>	<b>Text book</b> <b>Topic, PAGE</b>	<b>Old 2009 SOL</b>
<p><b>Fractions, Mixed numbers, Decimals</b></p> <p><b>6.5</b> The student will</p> <p>a) multiply and divide fractions and mixed numbers;</p> <p>b) solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and</p> <p>c) solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.</p> <p><b>(Included on SOL test --From EKS: --demonstrate multiple representations of multiplication and division of fractions.)</b></p>	<p><b>TOPIC-1 &amp;3</b></p> <p>19A-24B 31A-36B 37A-42B 43A-48B 49A-54B 55 57-58</p> <p>7A-12B 13A-18B 55-56 58</p>	<p><b>6.6</b>The student will</p> <p>a) multiply and divide fractions and mixed numbers; and</p> <p>b) estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions.</p> <p><b>6.7</b> The student will solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals</p>
<p><b>Ratios</b></p> <p><b>6.1</b> The student will represent relationships between quantities using ratios, and will use appropriate notations, such as <math>a/b</math> , <math>a</math> to <math>b</math>, and <math>a:b</math>.</p>	<p><b>TOPIC-5</b></p> <p>257A-262B 263A-268B 269A-274B 275A-280B 283A-288B 289A-294B 295A-300B 323-328</p>	<p><b>6.1</b>The student will describe and compare data, using ratios, and will use appropriate notations, such as <math>a/b</math>, <math>a</math> to <math>b</math>, and <math>a:b</math>.</p>
<p><b>Equivalent Fractions, Mixed numbers, Decimals, Percent</b></p> <p><b>6.2</b> The student will</p> <p>a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents;</p> <p>b) compare and order positive rational numbers.</p> <p><b>(Included on SOL test --From EKS: --investigate and describe fractions, decimals, and percents as ratios)</b></p>	<p><b>TOPIC-2, 6</b></p> <p>71A-76B 335A-340B 341A-356B 347A-352B 355A-360B 361A-366B 367A-372B 377-380 107-108</p>	<p><b>6.2</b> The student will</p> <p>a) investigate and describe fractions, decimals, and percents as ratios;</p> <p>b) identify a given fraction, decimal, or percent from a representation;</p> <p>c) demonstrate equivalent relationships among fractions, decimals, and percents; and</p> <p>d) compare and order fractions, decimals, and percents.</p>
<p><b>BENCHMARK ONE</b></p>	<p><b>Benchmark Assessment when instruction is complete .....</b></p>	

<b>Second Nine Weeks</b> <b>NEW 2016 MATH SOL</b>	<b>Text book</b> <b>Topic, PAGE</b>	<b>Old 2009 SOL</b>
<b>Exponents and Perfect Squares</b> <b>6.4</b> The student will recognize and represent patterns with whole number exponents and perfect squares.	<b>TOPIC-3</b> 117A-122B 168	<b>6.5</b> The student will investigate and describe concepts of positive exponents and perfect squares
<b>Integers –Absolute value</b> <b>6.3</b> The student will a) identify and represent integers; b) compare and order integers; and c) identify and describe absolute value of integers	<b>TOPIC-2</b> 65A-70B 71A-76B 107-108 77A-82B 109	<b>6.3</b> The student will a) identify and represent integers; b) order and compare integers; and c) identify and describe absolute value of integers.
<b>Integers --Computation and Estimation</b> <b>6.6</b> The student will a) add, subtract, multiply, and divide integers; b) solve practical problems involving operations with integers; c) simplify numerical expressions involving integers.	<b>TOPIC-2</b> VA1A-VA4 VA5A-VA8 VA9A-VA12 VA13-VA16 131A-136B 169	<b>6.8</b> The student will evaluate whole number numerical expressions, using the order of operations.
<b>Coordinate Plane</b> <b>6.8</b> The student will a) identify the components of the coordinate plane; and b) identify the coordinates of a point and graph ordered pairs in a coordinate plane.	<b>TOPIC-2</b> 85A-90B 109 95A-100B 101A-106B 109-110 111 447	<b>6.11</b> The student will a) identify the coordinates of a point in a coordinate plane; and b) graph ordered pairs in a coordinate plane.
<b>Congruency</b> <b>6.9</b> The student will determine congruence of segments, angles, and polygons. (Included on SOL test --From EKS: – Identify regular polygons; draw lines of symmetry for regular polygons)	<b>TOPIC-7</b> VA35-VA36	<b>6.12</b> The student will determine congruence of segments, angles, and polygons.
<b>BENCHMARK TWO</b>	<b>Benchmark Assessment when instruction is complete .....</b>	

<b>Third Nine Weeks</b> <b>NEW 2016 MATH SOL</b>	<b>Text book Topic,</b> <b>PAGE</b>	<b>Old 2009 SOL</b>
<p><b>Solve One-Step Linear Equations</b></p> <p><b>6.13</b> The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable.</p> <p><b>(Included on SOL test --From EKS:</b>  <b>Write verbal expressions and sentences as algebraic expressions and equations; write algebraic expressions and equations as verbal expressions and sentences.)</b></p>	<p><b>TOPIC-3 &amp; 4</b></p> <p>139A-144B                      169                      177A-182B                      183A-188B                      189A-194B                      195A-200B                      201A-208B                      246-247</p>	<p><b>6.18</b> The student will solve one-step linear equations in one variable involving whole number coefficients and positive rational solutions</p>
<p><b>Solve One-Step Linear Inequalities</b></p> <p><b>6.14</b> The student will</p> <p>a) represent a practical situation with a linear inequality in one variable; and</p> <p>b) solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line.</p> <p><b>(Included on SOL test --From EKS:</b>  <b>– Identify a value that is a solution to an inequality)</b></p>	<p><b>TOPIC-4</b></p> <p>211A-216B                      217A-222B                      248                      VA17-VA18</p>	<p><b>6.20</b> The student will graph inequalities on a number line.</p>
<p><b>Proportional Reasoning</b></p> <p><b>6.12</b> The student will</p> <p>a) represent a proportional relationship between two quantities, including those arising from practical situations;</p> <p>b) determine the unit rate of a proportional relationship and use it to find a missing value in a ratio table;</p> <p>c) determine whether a proportional relationship exists between two quantities;</p> <p>d) make connections between and among representations of a proportional relationship between two quantities using verbal descriptions, ratio tables, and graphs.</p>	<p><b>TOPIC-5</b></p> <p>263A-268B                      269A-274B                      275A-280B                      289A-294B                      295A-300B                      323-328                      VA19A-VA22                      VA23A-VA26</p> <p>283A-288B                      326, 327</p> <p>325</p>	
<p><b>BENCHMARK THREE</b></p>	<p><b>Benchmark Assessment when instruction is complete .....</b></p>	

<b>Fourth Nine Weeks</b> <b>NEW 2016 MATH SOL</b>	<b>Text book</b> <b>Topic, PAGE</b>	<b>Old 2009 SOL</b>
<p><b>Circumference, Area, Perimeter</b>  <b>6.7</b> The student will                      a) derive <math>\pi</math> (pi);                      b) solve problems, including practical problems, involving circumference and area of a circle; and                      c) solve problems, including practical problems, involving area and perimeter of triangles and rectangles.</p> <p>(Describe and determine the volume and surface area of a rectangular prism moved to seventh grade)</p>	<p><b>TOPIC-2 &amp; 7</b>                      VA27,                      EXAMPLE_1                      TEACHER                      SUPPORT                      VA29-VA30                      EXERCISE 10</p> <p>VA31A-VA34                      101A-106B                      110                      387A-392B                      393A-398B                      399A-404B                      405A-410B                      441-443</p>	<p><b>6.10</b> The student will                      a) define <math>\pi</math> (pi) as the ratio of the circumference of a circle to its diameter;                      b) solve practical problems involving circumference and area of a circle, given the diameter or radius;                      c) solve practical problems involving area and perimeter; and                      d) describe and determine the volume and surface area of a rectangular prism.</p>
<p><b>Data –Circle Graphs, Bar Graphs, Line Plots</b>  <b>6.10</b> The student, given a practical situation, will                      a) represent data in a circle graph;                      b) make observations and inferences about data represented in a circle graph; and                      c) compare circle graphs with the same data represented in bar graphs, pictographs, and line plots.</p>	<p><b>TOPIC-8</b>                      VA37A-VA40</p>	<p><b>6.14</b>The student, given a problem situation, will                      a) construct circle graphs;                      b) draw conclusions and make predictions, using circle graphs;                      c) compare and contrast graphs that present information from the same data set.</p>
<p><b>Data –Mean as the Balance Point</b>  <b>6.11</b> The student will                      a) represent the mean of a data set graphically as the balance point; and                      b) determine the effect on measures of center when a single value of a data set is added, removed, or changed.</p> <p>(Decide which measure of center is appropriate for a given purpose omitted)</p>	<p><b>TOPIC-8</b>                      VA41A-VA42                      460-TRY IT                      464-465                      EXERCISE 13,                      14, 17, 21, 22</p>	<p><b>6.15</b> The student will                      a) describe mean as balance point; and                      b) decide which measure of center is appropriate for a given purpose.</p>
<p><b>END OF FOURTH NINE-WEEKS</b>  <b>NO FORMAL BENCHMARK</b></p>	<p><b>Use a Formative Assessment to acquire data concerning student understanding</b></p>	

## 2018-2019 CIP PACING GUIDE FOR MATH 7

1ST QUARTER	
Standard	Bullet (s)
6.1	
6.2	A, B
6.5	A, B, C
BENCHMARK TEST	

2ND QUARTER	
Standard	Bullet (s)
6.3	
6.4	
6.6	A, B, C
6.8	A, B
6.9	
BENCHMARK TEST	

3RD QUARTER	
Standard	Bullet (s)
6.12	A, B, C, D
6.13	
6.14	A, B
BENCHMARK TEST	

4TH QUARTER	
Standard	Bullet (s)
6.7	
6.10	
6.11	
SOL TEST	