

Curriculum Map
7th Grade Mathematics
Saugus Belmonte Middle School
Saugus Public Schools

Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p>The students will: 7.D.1 Select, create, interpret, and utilize the following tabular and graphical representations of data: circle graphs, Venn diagrams, stem-and-leaf plots, tables, tables and charts. 7.D.2 Find, describe, and interpret appropriate measures of central tendency (mean, median, and mode) and spread (range) that represent a set of data. Use these notions to compare different sets of data.</p>		<p>The students will: 7.D.1 Select, create, interpret, and utilize the following tabular and graphical representations of data: circle graphs, Venn diagrams, stem-and-leaf plots, tables, tables and charts.</p>	
Unit/Topic/Lesson UNIT ONE COLLECTING AND ANALYZING DATA		Unit/Topic/Lesson UNIT ONE COLLECTING AND ANALYZING DATA	
<ol style="list-style-type: none"> 1. Measures of Central Tendency and Range 2. Frequency Tables, Stem and Leaf Plots, Line Plots 		<ol style="list-style-type: none"> 1. Bar Graphs and Histograms 2. Circle Graphs 	
<p style="text-align: center;">Objectives</p> <ol style="list-style-type: none"> 1. To find the mean, median, mode, and range of a data set. 2. To organize and interpret data in frequency tables, stem-and-leaf plots, and line plots. 	<p style="text-align: center;">Essential Question</p> <p style="text-align: center;">What is the best measure of central tendency for a given set of data?</p>	<p style="text-align: center;">Objectives</p> <ol style="list-style-type: none"> 1. To display and analyze data in bar graphs and histograms. 2. To read and interpret data presented in circle graphs. 	<p style="text-align: center;">Essential Question</p> <p style="text-align: center;">How do you interpret data given in a variety of displays?</p>
<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Seven lessons 2. Chapter Seven Practice Worksheets 3. Chapter Seven Pre-Made Assessments 	<p style="text-align: center;">Media Resources</p> <p style="text-align: center;"><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Seven lessons 2. Chapter Seven Practice Worksheets 3. Chapter Seven Pre-Made Assessments 	<p style="text-align: center;">Media Resources</p> <p style="text-align: center;"><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
<p style="text-align: center;">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p style="text-align: center;">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 3		Week 4	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.D.1 Select, create, interpret, and utilize the following tabular and graphical representations of data: circle graphs, Venn diagrams, stem-and-leaf plots, tables, tables and charts.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.N.3 Represent numbers in scientific notation, positive powers of ten only, and use that notation in problem situation.</p>	
<p align="center">Unit/Topic/Lesson UNIT ONE COLLECTING AND ANALYZING DATA</p> <ol style="list-style-type: none"> Line Graphs Scatter Plots Misleading Graphs Choosing an appropriate display 		<p align="center">Unit/Topic/Lesson UNIT TWO ALGEBRIAC REASONING</p> <ol style="list-style-type: none"> Numbers and Patterns Exponents/ Applying Exponents Scientific Notation 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To display and analyze data in line graphs. To display and analyze data in scatter plots To interpret misleading data. To select and use the appropriate representations for displaying data. 	<p align="center">Essential Question</p> <p>What is the best and most appropriate display for any given data set?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To identify and extend patterns. To represent numbers by using exponents. To multiply by powers of ten and express large numbers in scientific notation. 	<p align="center">Essential Question</p> <p>What is the advantage of using scientific notation to represent large numbers?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Seven lessons Chapter Seven Practice Worksheets Chapter Seven Pre-Made Assessments 	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter One lessons Chapter One Practice Worksheets Chapter One Pre-Made Assessments 	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 1.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 5		Week 6	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.N.5 Apply the rules of positive integer exponents to the solution of problems. Extend the Order of Operations to include positive integer exponents.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.P.2 Evaluate simple algebraic expressions for given variable values, e.g., $3a-b$ for $a=3$ and $b=7$.</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO ALGEBRIAC REASONING</p> <p>1. Order of Operations</p>		<p align="center">Unit/Topic/Lesson UNIT TWO ALGEBRIAC REASONING</p> <p>1. Properties of Rational Numbers 2. Evaluation of Algebraic Expressions</p>	
<p align="center">Objectives</p> <p>1. To use the order of operations to simplify numerical expressions.</p>	<p align="center">Essential Question</p> <p>When using PEMDAS to simplify an expression, must multiplication occur prior to division?</p>	<p align="center">Objectives</p> <p>1. To identify properties of rational numbers and use them to simplify numerical expressions. 2. To evaluate algebraic expressions.</p>	<p align="center">Essential Question</p> <p>When evaluating algebraic expressions, is the order of operation still in effect?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter One lessons 2. Chapter One Practice Worksheets 3. Chapter One Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter One lessons 2. Chapter One Practice Worksheets 3. Chapter One Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 6.</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date: Completed by: Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date: Completed by: Comments:</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.P.2 Evaluate simple algebraic expressions for given variable values, e.g., $3a-b$ for $a=3$ and $b=7$.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.N.6 Use the inverse relationships of addition and subtraction, and of multiplication and division, to simplify computations and solve problems, e.g. multiplying by $1/2$ or 0.5 is the same as dividing by 2.</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO ALGEBRIAC REASONING</p> <ol style="list-style-type: none"> Writing Algebraic Expressions Simplifying Algebraic Expressions 		<p align="center">Unit/Topic/Lesson UNIT TWO ALGEBRIAC REASONING</p> <ol style="list-style-type: none"> Equations and Their Solutions Solving One Step Equations Addition and Subtraction Solving One-Step Equations Multiplication and Division 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To translate words into numbers, variables, and operations. To simplify algebraic expressions 	<p align="center">Essential Question</p> <p>What is the importance in translating words into mathematical situations?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To determine whether a number is a solution of an equation. To solve a one-step equation by using addition or subtraction. To solve a one-step equation by using multiplication or division. 	<p align="center">Essential Question</p> <p>How does the concept of inverse operation apply to solving one-step equations?</p>
<p align="center">Teacher Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter One lessons Chapter One Practice Worksheets Chapter One Pre-Made Assessments 	<p align="center">Media Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter One lessons Chapter One Practice Worksheets Chapter One Pre-Made Assessments 	<p align="center">Media Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 2.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 9		Week 10	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.N.4 Demonstrate an understanding of absolute value</p> <p>7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1)</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE INTEGERS AND RATIONAL NUMBERS</p> <ol style="list-style-type: none"> Integers and the Number Line Adding and Subtracting Integers 		<p align="center">Unit/Topic/Lesson UNIT THREE INTEGERS AND RATIONAL NUMBERS</p> <ol style="list-style-type: none"> Multiplying and Dividing Integers Solving Equations Containing Integers 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To compare and order integers and to determine absolute value. To add integers. To subtract integers. 	<p align="center">Essential Question</p> <p>How the concept of adding and subtracting integers relate to real life situations?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To multiply integers. To subtract integers. To solve one-step equations with integers. 	<p align="center">Essential Question</p> <p>How does the concept of double negatives in grammar relate to the concepts of the product or quotient of two negative numbers?</p>
<p align="center">Teacher Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Two lessons Chapter Two Practice Worksheets Chapter Two Pre-Made Assessments 	<p align="center">Media Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Two lessons Chapter Two Practice Worksheets Chapter Two Pre-Made Assessments 	<p align="center">Media Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 11		Week 12	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 6.N.8 Apply number theory concepts including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 6.N.8 Apply number theory concepts including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules.</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE INTEGERS AND RATIONAL NUMBERS</p> <p>1. Prime Factorization 2. Greatest Common Factor</p>		<p align="center">Unit/Topic/Lesson UNIT THREE INTEGERS AND RATIONAL NUMBERS</p> <p>1. Least Common Factor 2. Divisibility</p>	
<p align="center">Objectives</p> <p>1. To find the prime factorization of composite numbers 2. To find the greatest common factor of two or more whole numbers.</p>	<p align="center">Essential Question</p> <p>Can you find the greatest common factor of prime and composite numbers?</p>	<p align="center">Objectives</p> <p>1. To find the least common multiple of two or more whole numbers. 2. To determine the divisibility of two numbers.</p>	<p align="center">Essential Question</p> <p>Can you use the rules of division to create a factor tree for any number?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter Two lessons 2. Chapter Two Practice Worksheets 3. Chapter Two Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter Two lessons 2. Chapter Two Practice Worksheets 3. Chapter Two Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 3.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 13		Week 14	
Performance Standards		Performance Standards	
<p><i>The students will:</i></p> <p>7.N.8 Determine when an estimate rather than an exact answer is appropriate and apply in problem situations.</p> <p>7.N.9 Select and use appropriate operations-addition, subtraction, multiplication, division, and positive integer exponents- to solve problems with rational numbers (including negatives).</p>		<p><i>The students will:</i></p> <p>7.N.1 Compare, order, estimate, and translate among integers, fractions and mixed numbers (I.e. rational numbers), decimals, and percents)</p> <p>7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1)</p> <p>7.N.9 Select and use appropriate operations-addition, subtraction, multiplication, division, and positive integer exponents- to solve problems with rational numbers (including negatives).</p>	
Unit/Topic/Lesson UNIT FOUR OPERATIONS WITH DECIMALS		Unit/Topic/Lesson UNIT FOUR OPERATIONS WITH DECIMALS	
<ol style="list-style-type: none"> Estimate with Decimals Adding and Subtracting decimals Multiplying Decimals 		<ol style="list-style-type: none"> Dividing Decimals Solving Equations Containing Decimals 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To estimate decimal sums, differences, product, and quotients. To add, subtract, and multiply decimals. 	<p>How estimation of decimal operations help to calculate a reasonable value for the cost of purchases of multiple items?</p>	<ol style="list-style-type: none"> To divide decimals by integers. To divide decimals and integers by decimals. To solve basic one-step equations that contain decimals. 	<p>What must you do prior to dividing a decimal by a decimal?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Three lessons Chapter Three Practice Worksheets Chapter Three Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Three lessons Chapter Three Practice Worksheets Chapter Three Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
Evaluation/Activities		Evaluation/Activities	
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 4.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 15		Week 16	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.N.1 Compare, order, estimate, and translate among integers, fractions and mixed numbers (I.e. rational numbers), decimals, and percents)</p> <p>7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1)</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.N.1 Compare, order, estimate, and translate among integers, fractions and mixed numbers (I.e. rational numbers), decimals, and percents)</p> <p>7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1)</p> <p>7.N.9 Select and use appropriate operations-addition, subtraction, multiplication, division, and positive integer exponents- to solve problems with rational numbers (including negatives).</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE OPERATIONS WITH FRACTIONS</p> <ol style="list-style-type: none"> Estimate with Fractions Adding Fractions and Mixed Numbers Subtracting Fractions and Mixed Numbers 		<p align="center">Unit/Topic/Lesson UNIT FIVE OPERATIONS WITH FRACTIONS</p> <ol style="list-style-type: none"> Multiplying Fractions and Mixed Numbers Dividing Fractions and Mixed Numbers 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To estimate the sum, difference, product or quotient of two fractions or mixed numbers. To add or subtract fractions or mixed numbers. 	<p align="center">Essential Question</p> <p>How do you find the least common denominator of two fractions?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To multiply fractions or mixed numbers. To divide fractions or mixed numbers. 	<p align="center">Essential Question</p> <p>How do you use the inverse relationship of multiplication and division to divide fractions?</p>
<p align="center">Teacher Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Three lessons Chapter Three Practice Worksheets Chapter Three Pre-Made Assessments 	<p align="center">Media Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Three lessons Chapter Three Practice Worksheets Chapter Three Pre-Made Assessments 	<p align="center">Media Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 17		Week 18	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.N.1 Compare, order, estimate, and translate among integers, fractions and mixed numbers (I.e. rational numbers), decimals, and percents) 7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1) 7.N.9 Select and use appropriate operations-addition, subtraction, multiplication, division, and positive integer exponents- to solve problems with rational numbers (including negatives).</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.N.1 Compare, order, estimate, and translate among integers, fractions and mixed numbers (I.e. rational numbers), decimals, and percents) 7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1)</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE OPERATIONS WITH FRACTIONS</p> <p>1. Solving Equations Containing Fractions 2. Equivalent Fractions and Mixed Numbers</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE OPERATIONS WITH FRACTIONS</p> <p>1. Equivalent Fractions and Decimals 2. Comparing and Ordering Rational Numbers</p>	
<p align="center">Objectives</p> <p>1. To solve equations that contain fractions or mixed numbers 2. To convert between mixed numbers and improper fractions.</p>	<p align="center">Essential Question</p> <p>How is solving equations with fractions the same or different to solving equations without fractions?</p>	<p align="center">Objectives</p> <p>1. To convert between fractions and decimals. 2. To compare and order fractions.</p>	<p align="center">Essential Question</p> <p>How do you compare fractions that have unlike denominators?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter Three lessons 2. Chapter Three Practice Worksheets 3. Chapter Three Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter Three lessons 2. Chapter Three Practice Worksheets 3. Chapter Three Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>
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Week 19		Week 20	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.P.1 Extend, represent, analyze, and generalize a variety of patterns with tables, graphs, words, and when possible, symbolic expressions. Include arithmetic and geometric progressions, e.g., compounding. 7.G.4 Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants).</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.P.3 Create and use symbolic expressions for linear relationships and relate them to verbal, tabular, and graphical representations. 7.P.4 Solve linear equations using tables, graphs, models, and algebraic methods.</p>	
<p align="center">Unit/Topic/Lesson UNIT SIX PATTERNS AND FUNCTIONS</p> <ol style="list-style-type: none"> The Coordinate Plane Tables and Graphs Interpreting Graphs 		<p align="center">Unit/Topic/Lesson UNIT SIX PATTERNS AND FUNCTIONS</p> <ol style="list-style-type: none"> Functions, Tables, and Graphs Find a Pattern in Sequences Graphing Linear Functions 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To plot and identify ordered pairs on a coordinate plane. To identify and graph ordered pairs from tables and/or graphs. To relate graph to real world situations. 	<p align="center">Essential Question</p> <p>How do you analyze a graph to make certain that you are interpreting it correctly?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To use function tables to generate and graph ordered pair. To find patterns and continue sequences using function tables. To identify and graph linear equations. 	<p align="center">Essential Question</p> <p>How do you use the concept of an input/output machine to graph a linear equation?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Four lessons Chapter Four Practice Worksheets Chapter Four Pre-Made Assessments 	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Four lessons Chapter Four Practice Worksheets Chapter Four Pre-Made Assessment. 	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 6.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 21		Week 22	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.G.1 Analyze, apply, and explain the relationship between the number of sides and the sums of the interior angle measures of polygons.</p> <p>7.G.3 Demonstrate an understanding of the relationships of angles formed by intersecting lines, including parallel lines cut by a transversal.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.G.1 Analyze, apply, and explain the relationship between the number of sides and the sums of the interior angle measures of polygons.</p> <p>7.G.2 Classify figures in terms of congruence and similarity, and apply these relationships to the solution of problems</p>	
<p align="center">Unit/Topic/Lesson UNIT SEVEN INTRODUCTION TO GEOMETRIC CONCEPTS</p> <ol style="list-style-type: none"> Building Blocks of Geometry Classifying Angles Angle Relationships 		<p align="center">Unit/Topic/Lesson UNIT SEVEN INTRODUCTION TO GEOMETRIC CONCEPTS</p> <ol style="list-style-type: none"> Classifying Polygons Properties of Circles Classifying Triangles Classifying Quadrilaterals 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To identify and describe geometric figures. To identify and classify angles and angle pair. To identify parallel, perpendicular, and skew lines, and angles formed by a transversal. 	<p align="center">Essential Question</p> <p>Why is the definition of parallel lines NOT two lines that do not intersect, as is commonly stated?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To identify parts of circles and to find the measures of central angles. To identify, classifying, and name polygons. To classify triangles by their side lengths of angle measures. To name, identify, and draw different types of quadrilaterals. 	<p align="center">Essential Question</p> <p>Why is a square an example of nearly all of the special quadrilaterals?</p>
<p align="center">Teacher Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments 	<p align="center">Media Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments 	<p align="center">Media Resources</p> <p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 23		Week 24	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.G.2 Classify figures in terms of congruence and similarity, and apply these relationships to the solution of problems 7.G.6 Predict the results of translations and reflections of figures on unmarked or coordinate planes and draw the transformed figure.</p>		<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i> 7.M.3 Demonstrate an understanding of the concepts and apply formulas and procedures for determine measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms and cylinders. Use technology as appropriate.</p>	
<p align="center">Unit/Topic/Lesson UNIT SEVEN INTRODUCTION TO GEOMETRIC CONCEPTS</p> <ol style="list-style-type: none"> Angles in Polygons Congruent Figures Translations, Reflection, and Rotations and Symmetry 		<p align="center">Unit/Topic/Lesson UNIT EIGHT INTRODUCTION TO MEASUREMENT CONCEPTS TWO-DIMENSIONAL FIGURES</p> <ol style="list-style-type: none"> Accuracy and Precision Perimeter and Circumference 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To find the measures of angles in polygons. To identify congruent figures and to use congruence to solve problems. To recognize, describe, and show transformations. To identify symmetry in figures. 	<p align="center">Essential Question</p> <p>How do you determine the interior angle sum of any polygon by breaking the polygon into triangles?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To compare the precision of measurements and determine acceptable levels of accuracy. To find the perimeter of a polygon and the circumference of a circle. 	<p align="center">Essential Question</p> <p>How was the number pi determined as it relates to circles?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments. 	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Nine lessons Chapter Nine Practice Worksheets Chapter Nine Pre-Made Assessments 	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 7.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 25		Week 26	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 7.M.3 Demonstrate an understanding of the concepts and apply formulas and procedures for determine measures, including those of area and perimeter/circumference of parallelograms, trapezoids, and circles. Given the formulas, determine the surface area and volume of rectangular prisms and cylinders. Use technology as appropriate. 7.G.5 Use a ruler, protractor, and compass to draw polygons and circles.</p>		<p><i>The students will:</i> 7.G.7 Identify three-dimensional figures by their physical appearance. Distinguishing attributes, and spatial relationships such as parallel faces.</p>	
Unit/Topic/Lesson UNIT EIGHT INTRODUCTION TO MEASUREMENT CONCEPTS TWO-DIMENSIONAL FIGURES		Unit/Topic/Lesson UNIT NINE INTRODUCTION TO MEASUREMENT CONCEPTS THREE-DIMENSIONAL FIGURES	
<ol style="list-style-type: none"> 1. Area of Parallelograms and Rectangles 2. Area of Triangles and Trapezoids 3. Area of Circles 4. Area of Irregular Figures 		<ol style="list-style-type: none"> 1. Introduction to Three-Dimensional figures 2. Volume of Prisms and Cylinders 3. Volume of Pyramids and Cones 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 1. To find the areas of parallelograms and rectangles. 2. To find the area of triangles and trapezoids. 3. To find the area of circles. 4. To find the area of irregular figures. 	<p>How do you find the area of a polygon when you do not have a formula for its area?</p>	<ol style="list-style-type: none"> 1. To identify a variety of three-dimensional figures. 2. To find the volume of prisms and cylinders. 3. To find the volume of pyramids and cones. 	<p>How does the volume of a cylinder and a cone with the same base and height, relate to one another?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Nine lessons 2. Chapter Nine Practice Worksheets 3. Chapter Nine Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Ten lessons 2. Chapter Ten Practice Worksheets 3. Chapter Ten Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
Evaluation/Activities		Evaluation/Activities	
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 8.</p>	<p>Completion date: Completed by: Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 9.</p>	<p>Completion date: Completed by: Comments:</p>

Week 27		Week 28	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.P.5 Identify, describe, and analyze linear relationships between two variables. Compare positive rate of change, to negative rate of change. 7.N.2 Use ratios and proportions in the solution of problems involving rates, scale drawings, and reading maps.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.P.6 Use linear equations to model and analyze problems involving proportional relationships. Use technology as appropriate.</p>	
<p align="center">Unit/Topic/Lesson UNIT TEN PROPORTIONAL RELATIONSHIPS</p> <ol style="list-style-type: none"> Ratios Rates Slope and Rates of Change 		<p align="center">Unit/Topic/Lesson UNIT TEN PROPORTIONAL RELATIONSHIPS</p> <ol style="list-style-type: none"> Identifying and Writing Proportions Solving Proportions 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To identify, write, and compare ratios. To find and compare rates. To determine the slope of a line and to recognize constant and variable rates of changes. 	<p align="center">Essential Question</p> <p>Where in a real world situation do you see or hear rates discussed and how are these rates measured?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To find equivalent ratios. To identify proportions. To solve proportions by using cross product. 	<p align="center">Essential Question</p> <p>What is the primary difference between fractions and ratios?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Five lessons Chapter Five Practice Worksheets Chapter Five Pre-Made Assessments 	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> Chapter Five lessons Chapter Five Practice Worksheets Chapter Five Pre-Made Assessments 	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 29		Week 30	
Performance Standards		Performance Standards	
<p><i>The students will:</i></p> <p>7.M.1 Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.</p> <p>7.M.2 Given the formulas, convert from one system of measurement to another.</p> <p>7.N.2 Use ratios and proportions in the solution of problems involving rates, scale drawings, and reading maps</p>		<p><i>The students will:</i></p> <p>7.N.2 Use ratios and proportions in the solution of problems involving rates, scale drawings, and reading maps.</p> <p>7.M.1 Select, convert (within the same system of measurement), and use appropriate units of measurement or scale.</p>	
Unit/Topic/Lesson UNIT TEN PROPORTIONAL RELATIONSHIPS <ol style="list-style-type: none"> 1. Customary Measurements 2. Similar Figures and Proportions 		Unit/Topic/Lesson UNIT TEN PROPORTIONAL RELATIONSHIPS <ol style="list-style-type: none"> 1. Similar Figures and Proportions 2. Using Similar Figures 3. Scale Models 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 1. To identify and convert customary units of measure. 2. To use ratios to determine whether two figures are similar. 	<p>How are the concepts of congruence and similarity the same, and how do they differ?</p>	<ol style="list-style-type: none"> 1. To use ratios to determine whether two figures are similar. 2. To use similar figures to find unknown lengths. 3. To understand ratios and proportions in scale drawings and models. 	<p>How do you use the concept of similarity to calculate the length or height of something that could otherwise not be measured?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Five lessons 2. Chapter Five Practice Worksheets 3. Chapter Five Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Five lessons 2. Chapter Five Practice Worksheets 3. Chapter Five Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 10.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 31		Week 32	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1)</p>		<p><i>The students will:</i> 7.N.7 Estimate and compute with fractions (including simplification of fractions), integers, decimals, and percents (including those greater than 100 and less than 1)</p>	
Unit/Topic/Lesson UNIT ELEVEN PERCENTS AND PERCENTAGE PROBLEMS		Unit/Topic/Lesson UNIT ELEVEN PERCENTS AND PERCENTAGE PROBLEMS	
<ol style="list-style-type: none"> 1. Percents 2. Fractions, Decimals, and Percents 3. Estimate with Percent 		<ol style="list-style-type: none"> 1. Percent of a Number 2. Solving Percent Problems 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 1. To model percents and to write percents as equivalent fractions and decimals. 2. To write decimals and fractions as percents. 3. To estimate percents. 	<p>How do you convert between percents, fractions, and decimals, and when do you use each of these representations?</p>	<ol style="list-style-type: none"> 1. To find the percent of a number. 2. To solve a variety of problems involving percents. 	<p>How do you use the concept of proportions to solve word problems involving percents?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Six lessons 2. Chapter Six Practice Worksheets 3. Chapter Six Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Six lessons 2. Chapter Six Practice Worksheets 3. Chapter Six Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
Evaluation/Activities		Evaluation/Activities	
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date: Completed by: Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date: Completed by: Comments:</p>

Week 33		Week 34	
Performance Standards		Performance Standards	
<p><i>The students will:</i></p> <p>7.D.3 Use tree diagrams, tables, organized lists, area models to compute probabilities for simple compound events, e.g., multiple coin tosses or rolls of number cubes</p>		<p><i>The students will:</i></p> <p>7.D.3 Use tree diagrams, tables, organized lists, area models to compute probabilities for simple compound events, e.g., multiple coin tosses or rolls of number cubes</p>	
Unit/Topic/Lesson UNIT ELEVEN PERCENTS AND PERCENTAGE PROBLEMS		Unit/Topic/Lesson UNIT TWELVE PROBABILITY	
<ol style="list-style-type: none"> 1. Percent of Change 2. Simple Interest 		<ol style="list-style-type: none"> 1. Probability 2. Experimental Probability 3. Sample Space 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 1. To solve problems involving percent of change. 2. To solve problems involving simple interest. 	<p>How do you find the new price of an item, given the original price and the percent of change?</p>	<ol style="list-style-type: none"> 1. To use informal measures of probability. 2. To find experimental probability. 3. To use counting methods to determine possible outcomes. 	<p>How do you determine the experimental probability of a given situation and why can you not guarantee that the result happens again?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Six lessons 2. Chapter Six Practice Worksheets 3. Chapter Six Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. Chapter Eleven lessons 2. Chapter Eleven Practice Worksheets 3. Chapter Eleven Pre-Made Assessments 	<p><i>Holt Mathematics Course 2 ©2007</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
Evaluation/Activities		Evaluation/Activities	
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 11.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 35		Week 36	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.D.3 Use tree diagrams, tables, organized lists, area models to compute probabilities for simple compound events, e.g., multiple coin tosses or rolls of number cubes</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>7.D.3 Use tree diagrams, tables, organized lists, area models to compute probabilities for simple compound events, e.g., multiple coin tosses or rolls of number cubes</p>	
<p align="center">Unit/Topic/Lesson UNIT TWELVE PROBABILITY</p> <p>1. Theoretical Probability 2. Probability of Independent and Dependent Events</p>		<p align="center">Unit/Topic/Lesson UNIT TWELVE PROBABILITY</p> <p>1. Combinations 2. Permutations</p>	
<p align="center">Objectives</p> <p>1. To find the theoretical probability of an event. 2. To find the probability of independent and dependent events.</p>	<p align="center">Essential Question</p> <p>Why does the theoretical probability not necessarily match the experimental probability of the same event?</p>	<p align="center">Objectives</p> <p>1. To find the number of possible combinations of a situation. 2. To find the number of possible permutations of a situation.</p>	<p align="center">Essential Question</p> <p>How do you decide whether a given situation describes a combination or a permutation?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter Eleven lessons 2. Chapter Eleven Practice Worksheets 3. Chapter Eleven Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter Eleven lessons 2. Chapter Eleven Practice Worksheets 3. Chapter Eleven Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 12.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 37		Week 38	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>8.P.7 Set up and solve linear equations and inequalities with one or two variables.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>8.P.7 Set up and solve linear equations and inequalities with one or two variables.</p>	
<p align="center">Unit/Topic/Lesson UNIT THIRTEEN ADVANCED CONCEPTS INVOLVING EQUATIONS</p> <p>1. Solving Two-Step Equations 2. Solving Multi-Step Equations</p>		<p align="center">Unit/Topic/Lesson UNIT THIRTEEN ADVANCED CONCEPTS INVOLVING EQUATIONS</p> <p>1. Solving Equations with Variables on Both Sides</p>	
<p align="center">Objectives</p> <p>1. To solve two-step equations. 2. To solve multi-step equations.</p>	<p align="center">Essential Question</p> <p>How do you decide which inverse operation to use first when solving a two-step equation?</p>	<p align="center">Objectives</p> <p>1. To solve an equation that has variables on both sides.</p>	<p align="center">Essential Question</p> <p>How do you decide which side of the equation should have the variable?</p>
<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter Twelve lessons 2. Chapter Twelve Practice Worksheets 3. Chapter Twelve Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>	<p align="center">Teacher Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. Chapter Twelve lessons 2. Chapter Twelve Practice Worksheets 3. Chapter Twelve Pre-Made Assessments</p>	<p align="center">Media Resources <i>Holt Mathematics Course 2 ©2007</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 13.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>