



# MIDDLETOWN MATH SCOPE & SEQUENCE

## Grade: 7 – Special Education Marking Periods 1-4

Resource	NYS Standard	Performance Indicator	# of Days		Notes
<b>Unit 1 – Algebra and Integers</b>					
<b>Vocabulary:</b> Conjecture, Variable, Algebraic Expression, Numerical Expression, Evaluate, Order of Operations, Powers, Equation, Open Sentence, Property, Negative Number, Integer, Coordinate, Inequality, Absolute Value, Opposites, Additive Inverse, Factor, Product, Solve, Solution, Inverse Operations, Identity Property,					
1.1		Problem Solving Strategies	1		<ul style="list-style-type: none"> <li>o Focus on 4-step plan &amp; practice with do now's</li> </ul>
1.2	7N11	Simplify expressions using order of operations. <i>Note:</i> Expression may include absolute value and/or integral exponents greater than zero.	2	SQ10, SQ28, 6Q3, 6Q9, 8Q11	<ul style="list-style-type: none"> <li>o Evaluate expressions &amp; identify properties.</li> <li>o Use basic calculators &amp; scientific calculators to evaluate <math>5+3*8</math> (different answers will show the importance of order of operations).</li> <li>o Focus on guided practice &amp; applications (P&amp;A) section. Pgs. 14-15 #4-11.</li> </ul>

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1.3	7N11	Simplify expressions using order of operations. <i>Note:</i> Expression may include absolute value and/or integral exponents greater than zero.	1		<b>Graph integers on a number line &amp; find absolute values.</b> <ul style="list-style-type: none"> <li>○ RM, Chapter 1, pg. 11</li> <li>○ Text pg. 20 #3-14</li> </ul>
1.4	7N12 7N13	<ul style="list-style-type: none"> <li>• <b>Add</b>, subtract, multiply, or divide integers.</li> <li>• <b>Add</b> and subtract two integers with or without a number line.</li> </ul>	3	SQ16, 6Q1, 6Q15, 6Q33, 7Q8, 8Q25, 7Q31, 8Q31	<b>Add integers using number line &amp; “lumps and bumps”</b> <ul style="list-style-type: none"> <li>○ RM, pg. 16</li> <li>○ Text pg. 26 #4-9</li> </ul>
1.5	7N12 7N13	<ul style="list-style-type: none"> <li>• Add, <b>subtract</b>, multiply, or divide integers.</li> <li>• Add and <b>subtract</b> two integers with or without a number line.</li> </ul>	3		<b>Subtracting integers emphasize “add the opposite.” Use addition rules.</b> <ul style="list-style-type: none"> <li>○ RM, pg. 21</li> <li>○ Text, pg. 30 #3-11</li> <li>○ Text, pg. 33 Game Zone</li> </ul>
1.6	7N12	<ul style="list-style-type: none"> <li>• Add, subtract, <b>multiply, or divide integers.</b></li> </ul>	2		<b>Multiply &amp; divide integers. Show repeated addition on number line. Introduce multiplication &amp; division</b>

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				<b>rules.</b> ○ RM, pg. 26 ○ Text, pg. 37 #4-14
		Quiz/Test	1	○ See RM, Chapter 1
1.7	7A1	<ul style="list-style-type: none"> <li>Translate two-step verbal expressions into algebraic expressions.</li> </ul>	1	SQ2, SQ17, 6Q8, 6Q11, 6Q14, 7Q11, 8Q33 <b>Emphasize one-step equation.</b> ○ RM, pg. 31 ○ Text, pg. 41 #3-7
1.8/1.9	7A4*	<ul style="list-style-type: none"> <li>Solve multi-step equations by <b>combining like terms, using the distributive property</b>, or moving variables to one side of the equation.</li> </ul>		*Supplement 2-step equation review* SQ*, SQ24, SQ33, SQ39, 6Q11, 6Q18, 6Q24, 6Q31, 6Q38, 6Q41, 7Q5, 7Q30, 7Q45, 8Q16 <b>Emphasize one-step equations.</b> ○ RM, pgs. 36, 38, 41,43 ○ Text pg., 47 #4-11, pg. 52 #4-13
10.5	7A5 7G10	<ul style="list-style-type: none"> <li>Solve one-step inequalities (positive coefficients only).</li> <li>Graph the solution set of an inequality (positive coefficients only) on a number line.</li> </ul>	2	<b>Write &amp; graph inequalities.</b> ○ RM, pgs. 583, 586 #3-7 ○ Text, pg. 494 #3-6, 8-11

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10.6	7A5 7G10	<ul style="list-style-type: none"> <li>Solve one-step inequalities (positive coefficients only).</li> <li>Graph the solution set of an inequality (positive coefficients only) on a number line.</li> </ul>	1		<b>Solve inequalities by adding and subtracting.</b> ○ RM, pgs. 588, 590 ○ Text pg., 498 #3-8
10.7	7A5 7G10	<ul style="list-style-type: none"> <li>Solve one-step inequalities (positive coefficients only).</li> <li>Graph the solution set of an inequality (positive coefficients only) on a number line.</li> </ul>	1		<b>Solve inequalities by multiplying &amp; dividing.</b> ○ RM, pgs. 593, 595 ○ Text, pg. 503 #3-8
		Review/Test	3		
		<b>Total Days</b>	<b>23</b>		
<b>Unit 2 – Algebra: Rational Numbers</b>					
<b>Vocabulary:</b> Rational Number, Terminating Decimal, Repeating Decimal, Bar Notation, Prime Number, Composite Number, Prime Factorization, Factor Tree, Greatest Common Factor, Multiple, Least Common Multiple, Base, Exponent, Power, Scientific Notation, Perfect Square, Square Root, Radical Sign, Principal Square Root					
2.1	7N1 7N2	<ul style="list-style-type: none"> <li>Distinguish between the various subsets of real numbers (counting/natural numbers), whole, rational and irrational numbers).</li> </ul>	3	SQ16, 7Q25, 8Q20 SQ27, 8Q31, 8Q33	<b>Use calculator for pi.</b> <b>Use real number chart as introduced in 6<sup>th</sup> grade</b>

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	7N17	<ul style="list-style-type: none"> <li>Recognize the difference between rational and irrational numbers (explore different approximations of Pi).</li> <li>Classify irrational numbers as non-repeating/non-terminating decimals.</li> </ul>			<b>curriculum.</b> <ul style="list-style-type: none"> <li>RM, pgs. 67-69</li> <li>Text, pg. 65 #4-11</li> </ul>
2.2	7N3	<ul style="list-style-type: none"> <li>Place rational and irrational (approximation) numbers on a number line and justify the placements of those numbers.</li> </ul>	2	6 <sup>th</sup> Grade Test: SQ1, 6Q8, 7Q15, 8Q2	<ul style="list-style-type: none"> <li>RM, pgs. 72, 74</li> <li>Text pg., 69 #4-11</li> </ul>
PS6	7N10	<ul style="list-style-type: none"> <li>Determine the prime factorization of a given number and write in exponential form.</li> </ul>	2	Pg. 609 SQ32, 7Q23, 8Q36	<b>Factor trees</b> <ul style="list-style-type: none"> <li>Text pg. 609</li> <li>SI Workbook, pgs. 35-36</li> </ul>
PS7	7N8	<ul style="list-style-type: none"> <li>Find the common factors and <b>greatest common factor</b> of two or more numbers.</li> </ul>	2	Pg. 610 SQ13, 6Q10, 7Q15, 8Q20	<b>GCF</b> <ul style="list-style-type: none"> <li>Text pg. 610</li> <li>SI Workbook, pgs. 37-38</li> </ul>
PS9	7N9	<ul style="list-style-type: none"> <li>Determine the common multiples and the <b>least common multiples</b> of two or more numbers.</li> </ul>	2	Pg. 612 SQ1, 6Q4, 7Q20, 8Q7	<b>LCM</b> <ul style="list-style-type: none"> <li>Text pg. 612</li> <li>SI Workbook, pgs. 39-40</li> </ul>
		Quiz			

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2.8	7N4 7N11	<ul style="list-style-type: none"> <li>Develop the laws of exponents for multiplication and division.</li> <li>Simplify expressions using order of operations.</li> </ul>	2	SQ10, SQ28, 6Q3, 6Q9, 8Q11	<ul style="list-style-type: none"> <li>RM, pgs. 102-104</li> <li>Text, pg. 100 #3-14</li> </ul>
2.9	7N5 7N6  7N7 7N14	<ul style="list-style-type: none"> <li><b>Write numbers in Scientific Notation.</b></li> <li><b>Translate numbers from Scientific Notation into standard form.</b></li> <li><b>Compare numbers in scientific notations.</b></li> <li>Develop a conceptual understanding of negative and zero exponents with a base of 10 and related to fractions and decimals.</li> </ul>	3	6Q18, 7Q17, SQ22, 6Q28, 7Q18, 7Q38, 8Q13, 8Q26	<ul style="list-style-type: none"> <li>RM, pgs. 107, 109</li> <li>Text, pg. 106 #4-12</li> </ul>
3.1	7N15  7N16	<ul style="list-style-type: none"> <li>Recognize and state the value of the square root of a perfect square (up to 225).</li> <li>Determine the square root of non-perfect squares using a calculator.</li> </ul>	1	SQ19	<ul style="list-style-type: none"> <li>RM, pgs. 133, 135</li> <li>Text, pg. 118 #5-13</li> </ul>
3.2	7N16  7N18	<ul style="list-style-type: none"> <li>Determine the square root of non-perfect squares using a calculator.</li> <li>Identify the two consecutive whole numbers between which the square-root of a non-perfect square whole number less than 225 lies.</li> </ul>	2	6Q22, 7Q25, 8Q17, SQ38	<ul style="list-style-type: none"> <li><b>Use number line method to estimate square root.</b></li> <li>RM, pg. 138</li> <li>Text, pg. 121 #5-8</li> </ul>

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	7N19	<ul style="list-style-type: none"> <li>Justify the reasonableness of answers using estimation.</li> </ul>			
		Review/Test	3		
		<b>Total Days</b>	<b>23</b>		
<b>Unit 3 – Proportions, Percents, Algebra and Geometry</b>					
<b>Vocabulary:</b> Ratio, Rate, Unit Rate, Proportion, Cross Products, Polygon, Similar, Corresponding Parts, Congruent, Scale Factor, Percent, Percent Proportion, Part, Base (6 <sup>th</sup> post-March)					
4.1	7M5 7M6	<ul style="list-style-type: none"> <li>Calculate unit pricing using proportions.</li> <li>Compare unit prices.</li> </ul>	1	SQ44, 6Q40, 7Q19, 8Q42	<b>Use calculator &amp; proportions.</b> o RM, pgs. 185, 187 o Text, pg. 158 #3-9
4.4	6N9	<ul style="list-style-type: none"> <li>Solve proportions using equivalent fractions.</li> </ul>	1	6 <sup>th</sup> Grade Test: 7Q5, 7Q28, 8Q24	RM, pgs. 200, 202 Text, pg. 172 #3-10
4.5	6G1	<ul style="list-style-type: none"> <li>Calculate the length of the corresponding sides of similar triangles, using proportional reasoning.</li> </ul>	1	6 <sup>th</sup> Grade Test: 6Q20	RM, pg. 205 Text, pg. 181 #3-5
5.1	6N21	<ul style="list-style-type: none"> <li>Find multiple representations of rational numbers (fractions, decimals, and percents from 0-100).</li> </ul>	1	6 <sup>th</sup> Grade Test: SQ1, 6Q8, 7Q15, 8Q2	<b>Make Friendly Fraction Table</b> o RM, pgs. 245, 247 o Text, pg. 208 #4-12

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5.2	6N21	<ul style="list-style-type: none"> <li>Find multiple representations of rational numbers (fractions, decimals, and percents from 0-100).</li> </ul>	1		<ul style="list-style-type: none"> <li>RM, pgs. 250, 252</li> <li>Text, pg. 212 #4-16</li> </ul>
5.3	6N12	<ul style="list-style-type: none"> <li>Solve percent problems involving percent, rate and base.</li> </ul>	2	6 <sup>th</sup> Grade Test: SQ26, 6Q33, 7Q9, 8Q30	<b>Use percent proportions</b> <ul style="list-style-type: none"> <li>RM, pgs. 255, 257</li> <li>Text, pg. 218 #4-9</li> </ul>
		Review/Test	2		
		<b>Total Days</b>	<b>9</b>		
<b>Unit 4 – Measuring Area, Surface Area and Volume</b> <b>Vocabulary:</b> Base, Altitude, Circle, Center, Radius, Diameter, Circumference, PI, Complex Figure, Plane, Solid, Polyhedron, Edge, Face, Vertex, Prism, Pyramid, Volume, Cylinder, Complex Solid, Surface Area, Outcome, Sample Space, Random, Simple Event, Probability, Complementary Events, Tree Diagram, Fundamental Counting Principle, Compound Event, Independent Events, Experimental Probability, Theoretical Probability, Histogram, Circle Graph, Mean, Median, Mode, Range, Biased Sample, Equivalent Expressions, Sequence, Term, Function, Function Table, Domain, Range, Linear Function, X-Intercept, Y-Intercept, Quadrilateral, Trapezoid, Parallelogram, Rectangle, Rhombus, Square, Right Triangle, Legs, Hypotenuse, Pythagorean, Theorem, Converse, Pythagorean Triple, Scale Drawing, Scale Model					
7-1	7.A.6	<ul style="list-style-type: none"> <li>Evaluate formulas for given input values (surface area, rate, and density problems).</li> </ul>	2	6 <sup>th</sup> Grade Test: 8Q5	Area of rectangle, square, triangle, and parallelogram SI Workbook, pgs. 97, 99

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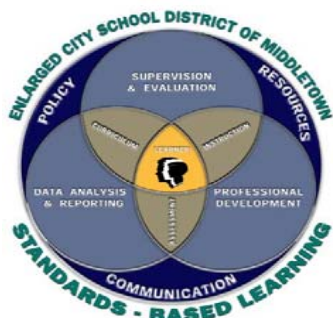
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					Rm: pgs. 377, 379 #1, 3, 4
7-2	7.A.6 7.G.1	<ul style="list-style-type: none"> <li>Evaluate formulas for given input values.</li> <li>Calculate the radius or diameter, given the circumference or the area of the circle.</li> </ul>	3	SQ20, 6Q19, 6Q29, 7Q28, 8Q12	SI Workbook, pgs. 91, 95 Rm: pg. 382
7-3	7.A.6	<ul style="list-style-type: none"> <li>Evaluate formulas for given input values (surface area, rate, and density problems).</li> </ul>	2		Rm: pg. 387 #1, 2 Test 382 #3, 6, 7
7-4	7.G.3	<ul style="list-style-type: none"> <li>Identify the two-dimensional shapes that make up the faces and bases of three-dimensional shapes (prisms, cylinders, cones, and pyramids).</li> </ul>	2	SQ5, 6Q2, 6Q17, 6Q27, 7Q2, 7Q5, 8Q30	Use of 3-D manipulative SI Workbook pgs. 103-104 Rm: pg. 392 Show difference between pyramids & prisms.
7-5	7.A.6 7.G.2	<ul style="list-style-type: none"> <li>Evaluate formulas for given input values (surface area, rate, and density problems).</li> <li>Calculate the <b>volume</b> of prisms and cylinders, using a given formula and a calculator.</li> </ul>	2	SQ36, 6Q32, 8Q35	Rm: pg. 397 Text pg. 337 #4-7 SI Workbook pg. 109
7-7	7.A.6	<ul style="list-style-type: none"> <li>Evaluate formulas for given input values (surface area, rate, and</li> </ul>	3		Find surface area of rectangular

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	7.G.3	density problems). <ul style="list-style-type: none"> <li>Identify the two-dimensional shapes that make up the faces and bases of three-dimensional shapes (prisms, cylinders, cones, and pyramids).</li> </ul>			prisms, cubes, & cylinders Rm: pg. 407 Text pg. 349 #4-8 SI Workbook pgs. 105-108 For estimation use teacher made materials
	7.G.4	<ul style="list-style-type: none"> <li>Determine the surface area of prisms and cylinders, using a calculator and a variety of methods.</li> </ul>		6Q36, 7Q33	
	7.M.11	<ul style="list-style-type: none"> <li>Estimate surface area.</li> </ul>		SQ33, 8Q23	
		Review / Test	3		
		<b>Total Days</b>	<b>17</b>		
<b>Unit 5 – Probability</b>					
<b>Vocabulary:</b> Outcome, Sample Space, Random, Simple Event, Probability, Complementary Events, Tree Diagram, Fundamental Counting Principle, Compound Event, Independent Events, Dependent Events, Experimental Probability, Theoretical Probability					
8-1	7.S.8	<ul style="list-style-type: none"> <li>Interpret data to provide the basis for predictions and to establish experimental probabilities.</li> </ul>	2	SQ37, 6Q26, 6Q38, 7Q24, 8Q22, SQ15, SQ18, 7Q17, 7Q21, 8Q10, 8Q18	Rm: pg. 445, 447 Text pg. 376 #4-10
	7.S.10	<ul style="list-style-type: none"> <li>Predict the outcome of an experiment.</li> </ul>			

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8-2	7.S.8 7.S.10 7.S.12	<ul style="list-style-type: none"> <li>Interpret data to provide the basis for predictions and to establish experimental probabilities.</li> <li>Predict the outcome of an experiment.</li> <li>Compare actual results to predicted results.</li> </ul>	2	8Q16	Rm: pgs. 450, 452 Text pg. 382 #4-8
8-5	7.S.8 7.S.10 7.S.12	<ul style="list-style-type: none"> <li>Interpret data to provide the basis for predictions and to establish experimental probabilities.</li> <li>Predict the outcome of an experiment.</li> <li>Compare actual results to predicted results.</li> </ul>	2		Rm: pgs. 465, 467 Text pg. 498 #4-8
8-6	7.S.8 7.S.9 7.S.10 7.S.11 7.S.12	<ul style="list-style-type: none"> <li>Interpret data to provide the basis for predictions and to establish experimental probabilities.</li> <li>Compare actual results to predicted results.</li> <li>Predict the outcome of an experiment.</li> <li>Design and conduct an experiment to test predictions.</li> <li>Compare actual results to predicted results.</li> </ul>	2	6Q30, 8Q28	Rm: pgs. 470-471 Text pg. 402 #3-9
		Review / Test	2		
		<b>Total</b>	<b>10</b>		

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# MIDDLETOWN MATH SCOPE & SEQUENCE

## Grade: 7 – Special Education Marking Periods 1-4

Resource	NYS Standard	Performance Indicator	# of Days		Notes
<b>Unit 6 – Statistics</b>					
<b>Vocabulary:</b> Histogram, Circle Graph, Mean, Median, Mode, Range, Biased Sample,					
Supplement	7.S.3	<ul style="list-style-type: none"> <li>Convert raw data into double bar and double line graphs.</li> </ul>	2	SQ34, 7Q36	Use Math SI Workbook pgs. 76, 77
9-1 <b>*Read histogram only*</b>	7.S.1 7.S.6	<ul style="list-style-type: none"> <li>Identify and collect data using a variety of methods.</li> <li>Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graphs).</li> </ul>	1		Rm: pg. 503 Text pg. 422 #1-4
9-2	7.M.8 7.S.1 7.S.2 7.S.6	<ul style="list-style-type: none"> <li>Draw central angles in a given circle using a protractor (circle graphs).</li> <li>Identify and collect data using a variety of methods.</li> <li>Display data in a circle graph.</li> <li>Read and interpret data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graphs).</li> </ul>	3	6Q34, 8Q37, SQ21, SQ27, 6Q7, 6Q21, 7Q1, 7Q22, 8Q8, 8Q1	Rm: pg. 506 Text pg. 428 #1-5
9-3	7.S.1 7.S.6	<ul style="list-style-type: none"> <li>Identify and collect data using a variety of methods.</li> <li>Read and interpret data represented graphically (pictograph, bar</li> </ul>	1		Rm: pg. 511 Text pg. 432 #1-5

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# MIDDLETOWN MATH SCOPE & SEQUENCE

## Grade: 7 – Special Education Marking Periods 1-4

Resource	NYS Standard	Performance Indicator	# of Days		Notes
		graph, histogram, line graph, double line/bar graphs or circle graphs).			
9-4	7.S.5	<ul style="list-style-type: none"> <li>Select the appropriate measure of central tendency.</li> </ul>	1		Rm: pgs. 516, 518 Text pg. 437 #1-7
9-5	7.S.4	<ul style="list-style-type: none"> <li>Calculate the range of a set of data.</li> </ul>	1	SQ12, 6Q5, 7Q4, 7Q13, 8Q14	Text pg. 4444 \$5-6 and find range #15, 16, 17
9-7	7.S.1 7.S.6 7.S.7	<ul style="list-style-type: none"> <li>Identify and collect data using a variety of methods.</li> <li>Read and interpret data represented graphically.</li> <li>Identify and explain misleading statistics and graphs.</li> </ul>	1	7Q37	Emphasize causes of misleading graphs Rm: pg. 531 Text pg. 451 #3, 4 SI Workbook pg. 147
		Review / Test	2		
		<b>Total Days</b>	<b>12</b>		

### Unit 7 – Algebra: More Equations and Functions

**Vocabulary:** Equivalent Expressions, Term Coefficient, Like Terms, Constant, Simplest Form, Simplifying, Sequence, Term, Function, Table, Domain, Range, Linear Function, X-Intercept, Y-Intercepts

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## Grade: 7 – Special Education Marking Periods 1-4

Resource	NYS Standard	Performance Indicator	# of Days		Notes
10-1	7.N.11 7.A.2	<ul style="list-style-type: none"> <li>Simplify expressions using order of operations.</li> <li>Add and subtract monomials with exponents of one.</li> </ul>	1	SQ10, SQ28, 6Q3, 6Q9, 8Q11, 6Q6, 7Q3, 8Q20	Rm: pgs. 563, 565 Text pg. 472 #1-15
10-2	7.A.4	<ul style="list-style-type: none"> <li><b>Solve multi-step equations by combining like terms, using the distributive property</b>, or moving variables to one side of the equation.</li> </ul>	3	SQ8, SQ24, SQ33, SQ39, 6Q11, 6Q18, 6Q24, 6Q31, 6Q38, 6Q41, 7Q5, 7Q30, 7Q45, 8Q16	Rm: pg. 568 Text pg. 476 #4-12
10-3	7.A.1	<ul style="list-style-type: none"> <li>Translate two-step verbal expressions into algebraic expressions.</li> </ul>	1	SQ2, SQ17, 6Q8, 6Q11, 6Q14, 7Q11, 8Q33	Rm: pgs. 573-575 Text pg. 480 #1-6
10-4	7.A.4	<ul style="list-style-type: none"> <li><b>Solve multi-step equations by combining like terms, using the distributive property</b>, or moving variables to one side of the equation.</li> </ul>	4		Limit to whole numbers & variables on one side only. Rm: pg. 578 Text pg. 486 #1-9
		Quiz	1		

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## Grade: 7 – Special Education Marking Periods 1-4



Resource	NYS Standard	Performance Indicator	# of Days		Notes
11-1	7.A.8	<ul style="list-style-type: none"> <li>Create algebraic patterns using charts/tables, graphs, equations, and expressions.</li> </ul>	2		Emphasize difference between patterns & sequence. Rm: pg. 620 #1-10 Text pg. 514 #4-6
11-2	7.A.10	<ul style="list-style-type: none"> <li>Write an equation to represent a function from a table of values.</li> </ul>	2	SQ30, SQ34, 6Q16, 6Q23, 6Q33, 6Q42, 7Q21, 7Q38, 7Q40	Rm: pg. 624, 626 Text pg. 519 #4-8
11-3	7.A.7 7.A.8	<ul style="list-style-type: none"> <li>Draw the graphic representation of a pattern from an equation or a table of values.</li> <li>Create algebraic patterns using charts/ tables, graphs, equations, and expressions.</li> </ul>	3	7Q32, 8Q33	Rm: pg. 629 Text pg. 524 #1-7
		Review / Test	2		
		<b>Total</b>	<b>19</b>		

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# MIDDLETOWN MATH SCOPE & SEQUENCE

## Grade: 7 – Special Education Marking Periods 1-4

Resource	NYS Standard	Performance Indicator	# of Days		Notes
<b>Unit 8 - Geometry</b>					
<b>Vocabulary:</b> Quadrilateral, Trapezoid, Parallelogram, Rectangle, Rhombus, Square, Right Triangle, Legs, Hypotenuse, Pythagorean, Theorem, Converse, Pythagorean Triple					
6-4	7.G.7	<ul style="list-style-type: none"> <li>Finding a missing angle when given angles of a quadrilateral.</li> </ul>	3		Rm: pg. 322 Text pg. 274 #1-9
3-4	7.G.5 7.G.6 7.G.8 7.G.9	<ul style="list-style-type: none"> <li>Identify the right angle, hypotenuse and legs of a right triangle.</li> <li>Explore the relationship between the lengths of the three sides of a right triangle to develop the Pythagorean Theorem.</li> <li>Use the Pythagorean Theorem.</li> <li>Determine whether a given triangle is a right triangle by applying the Pythagorean Theorem.</li> </ul>	3	8Q6  SQ18, SQ31, 6Q27, 7Q6, 7Q18, 7Q42, 8Q25, 8Q36 6Q35	Rm: pgs. 148-150 Text pg. 132 (voc) & pg. 135 #1-11
3-5	7.G.5 7.G.6 7.G.9	<ul style="list-style-type: none"> <li>Identify the right angle, hypotenuse and legs of a right triangle.</li> <li>Explore the relationship between the lengths of the three sides of a right triangle to develop the Pythagorean Theorem.</li> <li>Determine whether a given triangle is a right triangle by applying</li> </ul>	3	6Q35	Rm: pgs. 153-155 Text pg. 138 #1-6

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Resource	NYS Standard	Performance Indicator	# of Days		Notes
		the Pythagorean Theorem.			
		Review / Test	2		
		<b>Total</b>	<b>11</b>		
<b>Unit 9 – Proportions, Algebra, and Geometry</b>					
<b>Vocabulary:</b> Scale Drawing, Scale Model Scale					
4-6	7.M.1	<ul style="list-style-type: none"> <li>Calculate the distance using a map scale.</li> </ul>	4	SQ19, 6Q14, 6Q30, 7Q7, 7Q27, 8Q12, 8Q21	**Class project demonstrating students understanding Rm: pgs. 210, 212 Text pg. 186 #7-12
<b>Supplement</b>	7.M.7	<ul style="list-style-type: none"> <li>Convert money between different currencies with the use of an exchange table and a calculator.</li> </ul>	2	8Q38	Website: convertit.com
		Quiz	1		
		<b>Total</b>	<b>7</b>		

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