

## Seventh Grade Math Curriculum Alignment

Timeline	Strand/Concept	Performance Objective	Resources	Lessons/Objectives	Technology
<p><b>August - September</b></p>	<p><b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b> <b>Concept 1: Data Analysis (Statistics)</b></p>	<p>PO 1. Formulate questions to collect data in contextual situations.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 1 – All</p>	<p>AM</p>
		<p>PO 2. Construct a circle graph with appropriate labels and title from organized data.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 1 – All</p>	
		<p>PO 3. Determine when it is appropriate to use histograms, line graphs, double bar graphs, and stem-and-leaf plots.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 1 – All</p>	
		<p>PO 4. Interpret data displays including histograms, stem-and-leaf plots, circle graphs, and double line graphs.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 1 – All</p>	
		<p>PO 5. Answer questions based on data displays including histograms, stem-and-leaf plots, circle graphs, and double line graphs.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 1 – All</p>	

	<p><b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>  <b>Concept 2:Probability</b></p>	<p>PO 6. Find the mean, median, mode, and range of a given numerical data set.</p> <p>PO 7. Interpret trends from displayed data.</p> <p>PO 8. Compare trends in data related to the same investigation.</p> <p>PO 9. Solve contextual problems using histograms, line graphs of continuous data, double bar graphs, and stem-and-leaf plots.</p> <p>PO 1. Determine the probability that a specific event will occur in a single stage probability experiment (e.g., Find the probability of drawing a red marble from a bag with 3 red, 5 blue, and 9 black marbles.).</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 1 – All</p> <p><u>Lessons:</u> Chapter 1 – All</p> <p><u>Lessons:</u> Chapter 1 – All</p> <p><u>Lessons:</u> Chapter 12 Section 4-7</p> <p><u>Lessons:</u> Chapter 12 Section 4-7</p>	
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		<p>PO 2. Compare probabilities to determine the fairness of a contextual situation (e.g. If John wins when two or greater shows after a six-sided number cube is rolled and Joaquin wins otherwise, is this a fair game?).</p> <p>PO 3. Predict the outcome of a grade-level appropriate probability experiment.</p> <p>PO 4. Record the data from performing a grade-level appropriate probability experiment.</p> <p>PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.</p> <p>PO 6. Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes, cards).</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b><u>Lessons:</u></b> Chapter 12 Section 4-7</p> <p><b><u>Lessons:</u></b> Chapter 12 Section 4-7</p> <p><b><u>Lessons:</u></b> Chapter 12 Section 4-7</p> <p><b><u>Lessons:</u></b> Chapter 12 Section 4-7</p> <p><b><u>Lessons:</u></b> Chapter 12 Section 4-7</p> <p><b><u>Lessons:</u></b> Chapter 12 Section 1-3</p>	
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	<p><b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>  <b>Concept 3: Discrete Mathematics – Systematic Listing and Counting</b></p> <p><b>Strand 2: Data Analysis, Probability, and Discrete Mathematics</b>  <b>Concept 4: Vertex-Edge Graphs</b></p>	<p>PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.</p> <p>PO 1. Determine all possible outcomes involving the combination of up to three sets of objects (e.g., How many outfits can be made with 3 pants, 2 tee shirts and 2 pairs of shoes?).</p> <p>PO 2. Determine all possible arrangements of a given set, using a systematic list, table, tree diagram, or other representation.</p> <p>PO 1. Find the shortest circuit on a map that makes a tour of specified sites (vertex-edge graph).</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 12 Section 1-3</p> <p><u>Lessons:</u> Chapter 12 Section 1-3</p>	
<p><b>September - November</b></p>	<p><b>Strand 1: Number Sense &amp; Operations</b>  <b>Concept 1: Number Sense</b></p>	<p>PO 1. Express fractions as terminating or repeating decimals.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 4 Section 2-6</p>	<p>AM</p>

		<p>PO 2. Identify the greatest common factor for a set of whole numbers.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 3 Section 8-10</p>	
		<p>PO 3. Determine the least common multiple for a set of whole numbers.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 3 Section 8-10</p>	
		<p>PO 4. Choose the appropriate signed real number to represent a contextual situation.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 3 Section 8-10</p>	
		<p>PO 5. Recognize the absolute value of a number used in contextual situations.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 3 Section 8-10</p>	
		<p>PO 6. Locate integers on a number line.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 3 Section 8-10</p>	
		<p>PO 7. Order integers.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 3 Section 8-10</p>	

	<p><b>Strand 1: Number Sense &amp; Operations</b>  <b>Concept 2: Numerical Operations</b></p>	<p>PO 8. Classify rational numbers as natural, whole, or integers.</p> <p>PO 1. Add integers.</p> <p>PO 2. Subtract integers.</p> <p>PO 3. Select the grade-level appropriate operation to solve word problems.</p> <p>PO 4. Solve word problems using grade-level appropriate operations and numbers.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 9 – All</p> <p><u>Lessons:</u> Chapter 9 – All</p> <p><u>Lessons:</u> Chapter 3 Section 8-10</p> <p><u>Lessons:</u> Chapter 9 – All</p> <p><u>Lessons:</u> Chapter 9 – All</p> <p><u>Lessons:</u> Chapter 9 – All</p>	
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		PO 5. Multiply integers.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<b>Lessons:</b> Chapter 9 – All	
		PO 6. Divide integers.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<b>Lessons:</b> Chapter 9 – All	
		PO 7. Apply grade-level appropriate properties to assist in computation.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<b>Lessons:</b> Chapter 9 – All	
		PO 8. Apply the symbols + and – to represent positive and negative, and “   ” to represent absolute value.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<b>Lessons:</b> Chapter 8– All	
		PO 9. Use grade-level appropriate mathematical terminology.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<b>Lessons:</b> Chapter 3 Section 5	
		PO 10. Calculate the percent of a given number.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<b>Lessons:</b> Chapter 2 Section 2	

	<p><b>Strand 1: Number Sense &amp; Operations</b> <b>Concept 3: Estimation</b></p>	<p>PO 11. Convert numbers expressed in standard notation to scientific notation and vice versa (positive exponents only).</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 3 Section 2 Chapter 4 Section 1</p>	
<p>PO 12. Simplify numerical expressions using the order of operations with grade- appropriate operations on number sets.</p>		<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 3 Section 2 Chapter 4 Section 1</p>		
<p>PO 1. Solve grade-level appropriate problems using estimation.</p>		<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 3 Section 2 Chapter 4 Section 1</p>		
<p>PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is <math>-2.5 \times 18</math> about <math>-50</math>?).</p>		<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>			
<p>PO 3. Determine whether an estimation of an area is approximately equal to the actual measure.</p>		<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 3 Section 2 Chapter 4 Section 1</p> <p><u>Lessons:</u> Chapter 3 Section 2 Chapter 4 Section 1</p>		

		<p>PO 4. Determine whether an estimation of an angle is approximately equal to the actual measure.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Chapter 3 Section 2 Chapter 4 Section 1</p>	
		<p>PO 5. Determine whether an estimation of the circumference of a circle is approximately equal to the actual measure.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>		
		<p>PO 6. Verify the reasonableness of estimates made from calculator results within a contextual situation.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>		

<b>November – December</b>	<b>Strand 3: Patterns, Algebra, and Functions Concept 1: Patterns</b>	PO 1. Communicate a grade-level appropriate recursive pattern, using symbols or numbers.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<u>Lessons:</u> Enrichment, AM	<b>AM</b>
		PO 2. Extend a grade-level appropriate recursive pattern.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<u>Lessons:</u> Enrichment, AM	
		PO 3. Solve grade-level appropriate recursive pattern problems.	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<u>Lessons:</u> Enrichment, AM	
	<b>Strand 3: Patterns, Algebra, and Functions Concept 2: Functions and Relationships</b>	PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	<u>Lessons:</u> Chapter 10 Section 1-6 Chapter 2 Section 3	
		<b>Strand 3: Patterns, Algebra, and Functions Concept 3: Algebraic Representations</b>	PO 1. Evaluate an expression containing two variables by substituting integers for the variable (e.g., $7x + m$ , when $x = -4$ and $m = 12$ ).	Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)	

		<p>PO 2. Use variables in contextual situations.</p> <p>PO 3. Translate a written sentence into a one-step, one-variable algebraic equation.</p> <p>PO 4. Translate a sentence written in context into an algebraic equation involving one operation.</p> <p>PO 5. Solve one-step equations using inverse operations with positive rational numbers (e.g., <math>\frac{2}{3}n = 6</math>).</p> <p>PO 1. Analyze change in various linear contextual situations.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p>Chapter 2 -All (Except Section 8) Chapter 10 -All (Except Section 8 &amp; 11)</p> <p><b>Lessons:</b> Chapter 2 -All (Except Section 8) Chapter 10 -All (Except Section 8 &amp; 11)</p> <p><b>Lessons:</b> Chapter 2 -All (Except Section 8) Chapter 10 -All (Except Section 8 &amp; 11)</p> <p><b>Lessons:</b> Chapter 2- All (Except Section 8) Chapter 10 -All (Except Section 8 &amp; 11)</p> <p><b>Lessons:</b> Chapter 10 Section 7</p>	
	<p><b>Strand 3: Patterns, Algebra, and Functions</b> <b>Concept 4: Analysis of Change</b></p>				
<p><b>January - April</b></p>	<p><b>Strand 4: Geometry and Measurement</b> <b>Concept 1: Geometric Properties</b></p>	<p>PO 1. Draw a geometric figure showing specified properties (e.g., Draw an obtuse triangle.).</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 5- All Chapter 11 -All</p>	<p>AM</p>

		<p>PO 2. Classify 3-dimensional solids by their configuration and properties (e.g., parallelism, perpendicularity and congruency).</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 11 Section 2-4, 8-9</p>	
		<p>PO 3. Identify the net (2-dimensional representation) that corresponds to a rectangular prism, cone, or cylinder.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 11 Section 2-4, 8-9</p>	
		<p>PO 4. Distinguish between length, area, and volume, using 2- and 3-dimensional geometric figures.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 5 -All Chapter 11 -All</p>	
		<p>PO 5. Draw polygons with appropriate labels.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 5 Section 1, 2-3, 4</p>	
		<p>PO 6. Identify the angles created by two lines and a transversal.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 5 Section 1, 2-3, 4</p>	
		<p>PO 7. Recognize the relationship between central angles and intercepted arcs.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> Chapter 11 Section 5-6</p>	
				<p><b>Lessons:</b> Chapter 11 Section 5-6</p>	

	<p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 2:</b>  <b>Transformation of Shapes</b></p>	<p>PO 8. Identify arcs and chords of a circle.</p>	<p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p>	<p><u>Lessons:</u>  Chapter 5 Section 3</p>	
<p>PO 9. Model the triangle inequality theorem using manipulatives.</p>		<p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p>	<p><u>Lessons:</u>  Chapter 7 Section 8-9  Chapter 5 Section 1-2</p>		
<p>PO 10. Identify corresponding parts of congruent polygons as congruent.</p>		<p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p>	<p><u>Lessons:</u>  Chapter 10 Section 10-12</p>		
<p>PO 1. Identify rotations about a point, using pictorial models.</p>		<p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p>	<p><u>Lessons:</u>  Chapter 10 Section 10-12</p>		
<p>PO 2. Recognize simple single rotations, translations or reflections on a coordinate grid.</p>		<p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p>	<p><u>Lessons:</u>  Chapter 10 Section 5, 7</p> <p><u>Lessons:</u>  Chapter 10 Section 5, 7</p>		

	<p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 3:</b>  <b>Coordinate Geometry</b></p>	<p>PO 1. Graph data points in (x, y) form in any quadrant of a coordinate grid.</p> <p>PO 2. State the missing coordinate of a given figure in any quadrant of a coordinate grid using geometric properties (e.g., Find the coordinates of the missing vertex of a rectangle when two adjacent sides are drawn.).</p>	<p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p> <p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p>	<p><b>Lessons:</b>  Chapter 7 Section 1-7</p> <p><b>Lessons:</b>  Chapter 7 Section 1-7</p>	
	<p><b>Strand 4: Geometry and Measurement</b>  <b>Concept 4:</b>  <b>Measurement</b>  - Units of Measure  - Geometric Objects</p>	<p>PO 1. Identify the appropriate unit of measure for the volume of an object (e.g., cubic inches or cubic cm).</p> <p>PO 2. Measure to the appropriate degree of accuracy.</p> <p>PO 3. Convert a measurement from U.S. customary to metric, and vice versa.</p>	<p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p> <p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p> <p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p>	<p><b>Lessons:</b>  Chapter 7 Section 1-7</p> <p><b>Lessons:</b>  Chapter 11 Section 6-7  Chapter 5 Section 5, 8-10</p> <p><b>Lessons:</b>  Chapter 11 Section 6-7  Chapter 5 Section 5, 8-10</p> <p><b>Lessons:</b>  Chapter 11 Section 6-7</p>	

		<p>PO 4. Solve problems involving the circumference of a circle.</p> <p>PO 5. Solve problems involving the area of a circle.</p> <p>PO 6. Solve problems for the areas of parallelograms, triangles, and circles.</p> <p>PO 7. Identify polygons having the same perimeter or area.</p> <p>PO 8. Compare estimated to actual lengths based on scale drawings or maps.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p> <p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p>Chapter 5 Section 5, 8-10</p> <p><b>Lessons:</b> Chapter 11 Section 6-7 Chapter 5 Section 5, 8-10</p> <p><b>Lessons:</b> Chapter 7 Section 1</p>	
<b>May</b>	<b>Strand 5: Structure and Logic Concept 1: Algorithms and Algorithmic Thinking</b>	<p>PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.</p>	<p>Scott Foresman/ Addison Wesley Middle School Math Course 2 ©2001 (West Sedona) (Big Park)</p>	<p><b>Lessons:</b> All Year</p> <p><b>Lessons:</b></p>	<b>AM</b>

	<p><b>Strand 5: Structure and Logic</b>  <b>Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</b></p>	<p>PO 2. Analyze algorithms for computing with fractions.</p> <p>PO 1. Solve a logic problem using multiple variables.</p>	<p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p> <p>Scott Foresman/  Addison Wesley  Middle School Math  Course 2 ©2001  (West Sedona)  (Big Park)</p>	<p>All Year</p> <p><u>Lessons:</u>  All Year</p>	
				<p><b>**Basic Math Skills</b> will be used to help with Remediation needs</p>	