

# Rockwall ISD 7th Honors Math Parent Guide



## Course Resources and Support

**Online Textbook** Log into Google with student google account. [RISD Secondary Online Learning Resources](#)

**Texas Gateway Resources** Search by TEK #, e.g. 8.2B and look for OnTrack resources [Texas Gateway](#)

**STAAR Released Questions by Unit** <https://goo.gl/7Mcsuf>

**Math4Texas** Search by Grade and topic <https://www.math4texas.org/Math4Texas>

**Imaging Math and Imagine Math Facts** Purchased by each Campus, Log into Google dashboard.

Grading Period*	Unit Goals (TEKS)	8th Grade Math Textbook <a href="#">Go Math</a>
1	<p><b>Unit 1: Value and Magnitude of Rational Numbers</b>                      Students will be able to describe the relationships among and between rational numbers in all forms, including relative value or magnitude.  <b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● <b>I can solve real world problems using operations with rational numbers and explain the reasonableness of the solutions. (7.3B-R)</b></li> <li>● I can fluently apply and extend their understanding of operations using rational numbers. (7.3A)</li> <li>● <b>I can locate, compare and order real numbers from mathematical and real world contexts. (8.2D-R)</b></li> <li>● I can find an approximate decimal value for irrational numbers and use that to locate on the numberline. (8.2B)</li> <li>● I can use visual representations to describe the relationship between sets and subsets of real numbers. (8.2A)</li> <li>● I can convert between standard decimal notation and scientific notation. (8.2C)</li> </ul> <p><b>Skills:</b> I can add, subtract, multiply and divide whole numbers, integers, as well as positive and negative fractions and decimals</p> <p><b>Unit 2: One-Variable Equations, Inequalities, and their Applications</b></p>	<p><b>Chapters 1, 2</b></p>







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	<p><math>x</math> (table), unit rate (situation). (8.4A)</p> <ul style="list-style-type: none"><li>● <b>I can use data to determine the slope and <math>y</math>-intercept in mathematical and real-world problems (8.4C)[R]</b></li><li>● <b>I can determine if a relation is a function given a graph, ordered pairs, table, or mapping. (8.5G)[R]</b></li></ul> <p>Skills: I can use graph and table representations on the TI and Desmos graphing calculators</p> <p><b>Unit 8: Proportional &amp; Non-Proportional Relationships</b></p> <p><b>Unit Goal:</b> Students will be able to determine the characteristics of proportional and nonproportional linear functions in multiple representations, connect the concept of slope to proportional reasoning and write equations using the slope and <math>y</math>-intercept. Students will be able to extend their understanding of linear functions and their applications.</p> <p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"><li>● <b>I can write linear relationships using multiple representations (verbal description, table, graph, equation) that simplify to</b><ul style="list-style-type: none"><li>○ <math>y = mx + b</math>. (7.7A-R)</li></ul></li><li>● I can represent linear proportional situations on a table, graph, and in the equation format <math>y=kx</math> (8.5A, Skill: Graphing on paper)</li><li>● I can represent non-proportional linear functions, <math>y = mx + b</math> (graph, table, equation, situation) (8.5B)</li><li>● I can solve problems involving direct variation (8.5E)</li><li>● I can compare and contrast linear proportional and nonproportional relationships (graph, table, equation, situation) (8.5F)</li><li>● I can apply linear functions to real world situations (both proportional and non-proportional) (8.5H)</li><li>● <b>I write an equation to model a linear relationship from situations, graphs, and tables. (8.5I)[R]</b></li><li>● I can identify and verify that the intersection of two lines is the solution to both graphs (guess and check) (8.9A)</li></ul> <p>Skills:</p> <ul style="list-style-type: none"><li>● I can use graph and table representations on the TI and Desmos graphing calculators</li><li>● I can solve two-step equations</li></ul>	<p><b>Chapter 4</b></p>
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4	<p><b>Unit 9: Personal Financial Literacy</b> <b>Unit Goal:</b> Students will be able to evaluate financial decisions with a focus on interest income and cost. <b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"><li>● I can calculate the sales tax for a purchase and the income tax for earned wages. (7.13A)</li><li>● I can solve multi-step financial literacy problems involving percent increase and decrease. (7.4D)</li><li>● I can solve real-world problems comparing how interest rate and loan length affect the cost of credit (8.12A)</li><li>● I can calculate the cost of a loan (8.12B)</li><li>● I can explain how saving money grows over time. (8.12C)</li><li>● <b>I can determine the “future value” of an investment by calculating interest. (8.12D-R)</b></li><li>● I can identify the advantages and disadvantages of different payment methods (8.12E)</li><li>● I can analyze financial situations to determine if it would be responsible and identify the benefits of being financial responsibility. (8.12F)</li><li>● I can estimate the cost of two-year and a four-year college education in order to create a savings plan for saving money to go to college. (8.12G)</li></ul> <p>Skills:</p> <ul style="list-style-type: none"><li>● I can add/subtract, multiply/divide fractional and decimal numbers</li><li>● I can use Order of Operations Rules to perform complex computations</li></ul> <p><b>Unit 10: STAAR Review</b> <b>Unit Goal:</b> Students will be able to use a problem solving model flexibly and accurately and justify solutions <b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"><li>● I can analyze a real world problem and formulate a plan to solve it.</li><li>● I can justify my solution to a problem using multiple representations.</li><li>● I can explain why my solution is reasonable.</li><li>● I can communicate mathematical ideas verbally, in written format, with models and with symbols.</li><li>● I understand all parts of the STAAR formula chart and know which formula to apply in different situations.</li></ul> <p><b>Unit 11: Probability</b> In this unit students will learn to solve problems and make predictions dealing with theoretical and experimental probability.</p>	<p><b>Chapter 16</b></p> <p><b>7th Grade Textbook <a href="#">Go Math Grade</a> 7 Chapters 5, 6</b></p>
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	<ul style="list-style-type: none"><li>● I can describe sample spaces for simple and compound events using lists and tree diagrams(7.6A)</li><li>● I can use different simulations to represent simple and compound events (7.6B)</li><li>● I can calculate and make predictions using theoretical probability for simple and compound events (7.6D)</li><li>● I can calculate and make predictions using experimental probability for simple and compound events (7.6C)</li><li>● I can find the probability of a simple event and its complement and describe the relationship between the two (7.6E)</li><li>● I can use data from a random sample to make inferences about a population (7.6F)</li><li>● I can solve problems using qualitative and quantitative predictions and comparisons from simple experiments (7.6H)</li><li>● <b>I can determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces(7.6I)</b></li></ul> <p><b>Unit 12: Essential Understanding of Algebra</b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"><li>● I can simplify expressions (including using the distributive property.)</li><li>● I can solve equations.</li><li>● I can graph lines and inequalities with and without technology</li></ul>	
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\* Units may cross grading periods. Indicated here is in which grading period the unit generally will begin.