| Current TEKS | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| (a) Introduction.<br>  (1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 7 are using direct proportional relationships in number, geometry, measurement, and probability; applying addition, subtraction, multiplication, and division of decimals, fractions, and integers; and using statistical measures to describe data | (a) Introduction.<br>(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century. |
| (a) Introduction.<br>  (2) Throughout mathematics in Grades 6-8, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other; and they connect verbal, numeric, graphic, and symbolic representations of relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, reasoning, and concepts of probability to draw conclusions, evaluate arguments, and make recommendations. | (3) The primary focal areas in Grade 7 are number and operations; proportionality; expressions, equations, and relationships; and measurement and data. Students use concepts, algorithms, and properties of rational numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships, including number, geometry and measurement, and statistics and probability. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. |

| Current TEKS | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| (a) Introduction.<br>  (3) Problem solving in meaningful contexts, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Grades 6-8, students use these processes together with graphing technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve problems as they do mathematics. | (2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication. |
| | (4) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. |

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Grade 7 – Mathematics

| Current TEKS: Number, operation, and quantitative reasoning | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| 7.1A **Number, operation, and quantitative reasoning.** The student represents and uses numbers in a variety of equivalent forms. <br> **The student is expected to compare and order integers and positive rational numbers** | *[Moved to 6.2C & 6.2D]* |
| 7.1B **Number, operation, and quantitative reasoning.** The student represents and uses numbers in a variety of equivalent forms. <br> **The student is expected to convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator.** | *[Moved to 6.4G]* |
| 7.1C **Number, operation, and quantitative reasoning.** The student represents and uses numbers in a variety of equivalent forms. <br> **The student is expected to represent squares and square roots using geometric models.** | *[Embedded in 8.2B]* |
| 7.2A **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. <br> **The student is expected to represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers.** | *[Moved to 5.3I, 5.3J, 5.3L, and 6.3A]* |
| 7.2B **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. <br> **The student is expected to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.** | 7.3A **Number and operations.** The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. <br> **The student is expected to add, subtract, multiply, and divide rational numbers fluently.** |
| | 7.3B **Number and operations.** The student applies mathematical process standards to add, subtract, multiply, and divide while solving problems and justifying solutions. <br> **The student is expected to apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.** |
| 7.2C **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. <br> **The student is expected to use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms.** | *[Moved to 6.3C]* |

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Grade 7 – Mathematics

| Current TEKS: Number, operation, and quantitative reasoning | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| 7.2D **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. <br> **The student is expected to use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio.** | 7.4B **Proportionality**. The student applies mathematical process standards to represent and solve problems involving proportional relationships. <br> **The student is expected to calculate unit rates from rates in mathematical and real-world problems.** |
| 7.2E **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. <br> **The student is expected to simplify numerical expressions involving order of operations and exponents.** | *[Moved to 6.7A]* |
| 7.2F **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. <br> **The student is expected to select and use appropriate operations to solve problems and justify the selections.** | *[Embedded into 7.1B]* |
| 7.2G **Number, operation, and quantitative reasoning.** The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. <br> **The student is expected to determine the reasonableness of a solution to a problem.** | *[Embedded into 7.1B]* |
| | 7.2 **Number and operations.** The student applies mathematical process standards to represent and use rational numbers in a variety of forms. <br> **The student is expected to extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers.** |

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| Current TEKS: Patterns, relationships, and algebraic thinking | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| 7.3A **Patterns, relationships, and algebraic thinking.** The student solves problems involving direct proportional relationships.<br>**The student is expected to estimate and find solutions to application problems involving percent.** | 7.4D **Proportionality**. The student applies mathematical process standards to represent and solve problems involving proportional relationships.<br>**The student is expected to solve problems involving ratios, rates, and <u>percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems.</u>** |
| 7.3B **Patterns, relationships, and algebraic thinking.** The student solves problems involving direct proportional relationships.<br>**The student is expected to estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.**<br><br>*[Also from current 8.9B]* | 7.4D **Proportionality**. The student applies mathematical process standards to represent and solve problems involving proportional relationships.<br>**The student is expected to solve problems involving <u>ratios, rates,</u> and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems.** |
| | 7.5C **Proportionality.** The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships.<br>**The student is expected to solve mathematical and real-world problems involving similar shape and scale drawings.** |
| 7.4A **Patterns, relationships, and algebraic thinking.** The student represents a relationship in numerical, geometric, verbal, and symbolic form.<br>**The student is expected to generate formulas involving unit conversions within the same system (customary and metric), perimeter, area, circumference, volume, and scaling.** | 7.11C **Expressions, equations, and relationships.** The student applies mathematical process standards to solve one-variable equations and inequalities.<br>**The student is expected to <u>write</u> and solve <u>equations using geometry concepts,</u> including the sum of the angles in a triangle, and angle relationships.**<br>*[Conversions within a measurement system moved to 6.4H]* |
| 7.4B **Patterns, relationships, and algebraic thinking.** The student represents a relationship in numerical, geometric, verbal, and symbolic form.<br>**The student is expected to graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling.** | *[Embedded in 5.8C]* |
| 7.4C **Patterns, relationships, and algebraic thinking.** The student represents a relationship in numerical, geometric, verbal, and symbolic form.<br>**The student is expected to use words and symbols to describe the relationship between the terms in an arithmetic sequence (with a constant rate of change) and their positions in the sequence.** | *[Embedded in 6.6B]* |
| 7.5A **Patterns, relationships, and algebraic thinking.** The student uses equations to solve problems.<br>**The student is expected to use concrete and pictorial models to solve equations and use symbols to record the actions.** | 7.11A **Expressions, equations, and relationships.** The student applies mathematical process standards to solve one-variable equations and inequalities.<br>**The student is expected to model and solve one-variable, two-step equations and inequalities.**<br>*[Also to 6.9B & 6.10A]* |

| Current TEKS: Patterns, relationships, and algebraic thinking | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
|  | 7.11C **Expressions, equations, and relationships.** The student applies mathematical process standards to solve one-variable equations and inequalities. **The student is expected to write and <u>solve equations</u> using geometry concepts, including the sum of the angles in a triangle, and angle relationships.** |
| 7.5B **Patterns, relationships, and algebraic thinking.** The student uses equations to solve problems. **The student is expected to formulate problem situations when given a simple equation and formulate an equation when given a problem situation.** | 7.10A **Expressions, equations, and relationships.** The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. **The student is expected to write one-variable, two-step equations and inequalities to represent constraints or conditions within problems.** |
|  | 7.10C **Expressions, equations, and relationships.** The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. **The student is expected to write a corresponding real-world problem given a one-variable, two-step equation or inequality.** |
| *[Combination of current 7.4A, 7.4B, and 7.4C]* | 7.4A **Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. **The student is expected to represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d = rt$.** |
| *[Moved from current 8.2D]* | 7.4C **Proportionality.** The student applies mathematical process standards to represent and solve problems involving proportional relationships. **The student is expected to determine the constant of proportionality ($k = y/x$) within mathematical and real-world problems.** |
|  | 7.4E **Proportionality**. The student applies mathematical process standards to represent and solve problems involving proportional relationships. **The student is expected to convert between measurement systems, including the use of proportions and the use of unit rates.** |
| *[Moved from current A.5C]* | 7.7 **Expressions, equations, and relationships.** The student applies mathematical process standards to represent linear relationships using multiple representations. **The student is expected to represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form $y = mx + b$.** |
|  | 7.10B **Expressions, equations, and relationships.** The student applies mathematical process standards to use one-variable equations and inequalities to represent situations. **The student is expected to represent solutions for one-variable, two-step equations and inequalities on number lines.** |

| Current TEKS: Patterns, relationships, and algebraic thinking | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| *[From current A.7C]* | 7.11B **Expressions, equations, and relationships.** The student applies mathematical process standards to solve one-variable equations and inequalities.<br>**The student is expected to determine if the given value(s) make(s) one-variable, two-step equations and inequalities true.** |

| Current TEKS: Geometry and spatial reasoning | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| 7.6A **Geometry and spatial reasoning.** The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties. **The student is expected to use angle measurements to classify pairs of angles as complementary or supplementary.** | |
| 7.6B **Geometry and spatial reasoning.** The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties. **The student is expected to use properties to classify triangles and quadrilaterals.** | *[Moved to 5.5]* |
| 7.6C **Geometry and spatial reasoning.** The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties. **The student is expected to use properties to classify three-dimensional figures, including pyramids, cones, prisms, and cylinders.** | *[Moved to 3.6A]* |
| 7.6D **Geometry and spatial reasoning.** The student compares and classifies two- and three-dimensional figures using geometric vocabulary and properties. **The student is expected to use critical attributes to define similarity.** | 7.5A **Proportionality.** The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. **The student is expected to generalize the critical attributes of similarity, including ratios within and between similar shapes.** *[also moved to 8.3A]* |
| 7.7A **Geometry and spatial reasoning.** The student uses coordinate geometry to describe location on a plane. **The student is expected to locate and name points on a coordinate plane using ordered pairs of integers.** | *[Moved to 6.11]* |
| 7.7B **Geometry and spatial reasoning.** The student uses coordinate geometry to describe location on a plane. **The student is expected to graph reflections across the horizontal or vertical axis and graph translations on a coordinate plane.** | *[Moved to 8.10A & 8.10C]* |
| 7.8A **Geometry and spatial reasoning.** The student uses geometry to model and describe the physical world. **The student is expected to sketch three-dimensional figures when given the top, side, and front views.** | |
| 7.8B **Geometry and spatial reasoning.** The student uses geometry to model and describe the physical world. **The student is expected to make a net (two-dimensional model) of the surface area of a three-dimensional figure.** | |

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Grade 7 – Mathematics

| **Current TEKS: Geometry and spatial reasoning** | **Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.** |
|---|---|
| 7.8C **Geometry and spatial reasoning.** The student uses geometry to model and describe the physical world.<br>**The student is expected to use geometric concepts and properties to solve problems in fields such as art and architecture.** | |
| *[Moved from current 6.6C]* | 7.5B **Proportionality.** The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships.<br>**The student is expected to describe $\pi$ as the ratio of the circumference of a circle to its diameter.** |

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| Current TEKS: Measurement | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| 7.9A **Measurement.** The student solves application problems involving estimation and measurement.<br>**The student is expected to estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes.** | 7.9B **Expressions, equations, and relationships.** The student applies mathematical process standards to solve geometric problems.<br>**The student is expected to determine the circumference and area of circles.** |
| | 7.9C **Expressions, equations, and relationships.** The student applies mathematical process standards to solve geometric problems.<br>**The student is expected to determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles and quarter circles.** |
| 7.9B **Measurement.** The student solves application problems involving estimation and measurement.<br>**The student is expected to connect models for volume of prisms (triangular and rectangular) and cylinders to formulas of prisms (triangular and rectangular) and cylinders.** | *[Moved to 5.4G, 5.6B, & 8.6A]* |
| 7.9C **Measurement.** The student solves application problems involving estimation and measurement.<br>**The student is expected to estimate measurements and solve application problems involving volume of prisms (rectangular and triangular) and cylinders.**<br>*[Also from current 8.8C]* | 7.9A **Expressions, equations, and relationships.** The student applies mathematical process standards to solve geometric problems.<br>**The student is expected to solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.**<br>*[Also moved to 8.7A]* |
| | 7.8A **Expressions, equations, and relationships.** The student applies mathematical process standards to develop geometric relationships with volume.<br>**The student is expected to model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas.** |
| *[Moved from current 8.8B]* | 7.8B **Expressions, equations, and relationships.** The student applies mathematical process standards to develop geometric relationships with volume.<br>**The student is expected to explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas.** |
| | 7.8C **Expressions, equations, and relationships.** The student applies mathematical process standards to develop geometric relationships with volume.<br>**The student is expected to use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas.** |

Grade 7 – Mathematics

| Current TEKS: Measurement | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| *[Moved from current 8.8A & 8.8C]* | 7.9D **Expressions, equations, and relationships.** The student applies mathematical process standards to solve geometric problems. **The student is expected to solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net.** |

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| Current TEKS: Probability and statistics | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| 7.10A **Probability and statistics.** The student recognizes that a physical or mathematical model (including geometric) can be used to describe the experimental and theoretical probability of real-life events.<br>**The student is expected to construct sample spaces for simple or composite experiments.** | 7.6A **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships.<br>**The student is expected to represent sample spaces for simple and compound events using lists and tree diagrams.** |
| 7.10B **Probability and statistics.** The student recognizes that a physical or mathematical model (including geometric) can be used to describe the experimental and theoretical probability of real-life events.<br>**The student is expected to find the probability of independent events.**<br>*[Also from current 8.11A]* | 7.6I **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships.<br>**The student is expected to determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces.** |
| 7.11A **Probability and statistics.** The student understands that the way a set of data is displayed influences its interpretation.<br>**The student is expected to select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection.** | 7.6G **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships.<br>**The student is expected to solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents.** |
| 7.11B **Probability and statistics.** The student understands that the way a set of data is displayed influences its interpretation.<br>**The student is expected to make inferences and convincing arguments based on an analysis of given or collected data.** | 7.6F **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships.<br>**The student is expected to use data from a random sample to make inferences about a population.** |
| *[Also from current 8.13A]* | 7.12B **Measurement and data.** The student applies mathematical process standards to use statistical representations to analyze data.<br>**The student is expected to use data from a random sample to make inferences about a population.** |
| 7.12A **Probability and statistics.** The student uses measures of central tendency and variability to describe a set of data.<br>**The student is expected to describe a set of data using mean, median, mode, and range.** | *[Also incorporated into 6.12B, 6.12C, 6.12D]* |
| 7.12B **Probability and statistics.** The student uses measures of central tendency and variability to describe a set of data.<br>**The student is expected to choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.** | |

| Current TEKS: Probability and statistics | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
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| *[Moved from current 8.11C]* | 7.6B **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. **The student is expected to select and use different simulations to represent simple and compound events with and without technology.** |
| *[Moved from current 6.9B]* | 7.6E **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. **The student is expected to find the probabilities of a simple event and its complement and describe the relationship between the two.** |
| | 7.6H **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. **The student is expected to solve problems using qualitative and quantitative predictions and comparisons from simple experiments.** |
| *[Moved from current 8.11B]* | 7.6C **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. **The student is expected to make predictions and determine solutions using experimental data for simple and compound events**. |
| | 7.6D **Proportionality.** The student applies mathematical process standards to use probability and statistics to describe or solve problems involving proportional relationships. **The student is expected to make predictions and determine solutions using theoretical probability for simple and compound events.** |
| | 7.12A **Measurement and data.** The student applies mathematical process standards to use statistical representations to analyze data. **The student is expected to compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads.** |

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| Current TEKS: Probability and statistics | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| | 7.12C **Measurement and data.** The student applies mathematical process standards to use statistical representations to analyze data. **The student is expected to compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations.** |

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| Current TEKS: Underlying processes and mathematical tools | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| 7.13A Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. **The student is expected to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.** | 7.1A **Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to apply mathematics to problems arising in everyday life, society, and the workplace.** |
| 7.13B Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. **The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.** | 7.1B **Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.** |
| 7.13C Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. **The student is expected to select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.** | |
| 7.13D Underlying processes and mathematical tools. The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. **The student is expected to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.** | 7.1C **Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.** |
| 7.14A Underlying processes and mathematical tools. The student communicates about Grade 7 mathematics through informal and mathematical language, representations, and models. **The student is expected to communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.** | 7.1D **Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.** |

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Grade 7 – Mathematics

| Current TEKS: Underlying processes and mathematical tools | Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills. |
|---|---|
| 7.14B Underlying processes and mathematical tools. The student communicates about Grade 7 mathematics through informal and mathematical language, representations, and models. **The student is expected to evaluate the effectiveness of different representations to communicate ideas.** | 7.1E **Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to create and use representations to organize, record, and communicate mathematical ideas.** |
| 7.14A Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. **The student is expected to make conjectures from patterns or sets of examples and nonexamples.** | 7.1F **Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to analyze mathematical relationships to connect and communicate mathematical ideas.** |
| 7.14B Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. **The student is expected to validate his/her conclusions using mathematical properties and relationships.** | 7.1G **Mathematical process standards.** The student uses mathematical processes to acquire and demonstrate mathematical understanding. **The student is expected to display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.** |

| **Current TEKS: Personal Financial Literacy** | **Adopted TEKS – Implementation 2014-2015 school year if the Commissioner of Education has determined that instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills.** |
|---|---|
| | 7.15A **Personal financial literacy.** The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.<br>**The student is expected to calculate the sales tax for a given purchase and calculate income tax for earned wages.** |
| | 7.15B **Personal financial literacy.** The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.<br>**The student is expected to identify the components of a personal budget, including income, planned savings for college, retirement, and emergencies, taxes, and fixed and variable expenses, and calculate what percentage each category comprises of the total budget.** |
| | 7.15C **Personal financial literacy.** The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.<br>**The student is expected to create and organize a financial assets and liabilities record and construct a net worth statement.** |
| | 7.15D **Personal financial literacy.** The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.<br>**The student is expected to use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby.** |
| | 7.15E **Personal financial literacy.** The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.<br>**The student is expected to calculate and compare simple interest and compound interest earnings.** |
| | 7.15F **Personal financial literacy.** The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.<br>**The student is expected to analyze and compare monetary incentives, including sales, rebates, and coupons.** |

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