Math Grade 7 - Scope and Sequence 2025-2026

TEKS Distribution among Units

Process Standards

	7.1A	7.1B	7.1C	7.1D	7.1E	7.1F	7.1G
Unit 1	X	X	X	X	X	X	X
Unit 2	X	X	X	X	X	X	X
Unit 3	X	X	X	X	X	X	X
Unit 4	X	X	X	X	X	X	X
Unit 5	X	X	X	X	X	X	X
Unit 6	X	X	X	X	X	X	X
Unit 7	X	X	X	X	X	X	X
Unit 8	X	X	X	X	X	X	X
Unit 9	X	X	X	X	X	X	X

Content Standards

	7.2A	7.3A	**7.3B**	**7.4A**	7.4B	7.4C	**7.4D**	7.4E	7.5A	7.5B	**7.5C**	7.6A	7.6B	7.6C	7.6D	7.6E	7.6F	**7.6G**	**7.6H**	**7.6I**	**7.7A**	7.8A	7.8B	7.8C	**7.9A**	**7.9B**	**7.9C**	7.9D	7.10A	7.10B	7.10C	**7.11A**	7.11B	7.11C	**7.12A**	7.12B	7.12C	7.13A	7.13B	7.13C	7.13D	7.13E	7.13F
Unit 1	X	X	X																																							
Unit 2					X		X	X	X		X																										X				X	X
Unit 3												X	X	X	X	X	X		X	X																						
Unit 4																		X																	X	X	X						
Unit 5																													X	X	X	X	X	X								
Unit 6				X		X															X			X																		
Unit 7										X														X		X																	
Unit 8																						X	X		X			X														
Unit 9																																					X	X	X	X	X	X

The standards below are color coded to the MAP categories listed below. In addition, the number in parentheses represents the frequency the standard has been tested on STAAR/EOC since 2017.

Numerical Representations and Probability
Computations and Algebraic Relationships
Geometry and Measurement
Data Analysis

Math Grade 7
Scope and Sequence 2025-2026

Mathematical Process Standards: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- 7.1A Apply mathematics to problems arising in everyday life, society, and the workplace
- 7.1B 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
- 7.1C 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
- 7.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
- 7.1E Create and use representations to organize, record, and communicate mathematical ideas
- 7.1F Analyze mathematical relationships to connect and communicate mathematical ideas
- 7.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication

Grading Period 1

Unit 1: Rational Number Operations

Estimated Date Range: Aug. 12 – Aug. 27 (12 total school days)
Instructional & Re-engagement Days in Unit: 11 days

Assessments

STATE/NATIONAL ASSESSMENTS	DISTRICT ASSESSMENTS	COMMON FORMATIVE ASSESSMENTS
N/A	N/A	(CFAs) Unit 1, 7.3B (1 day) Testing Window Aug. 21 – Aug. 27

Concepts within the Unit	TEKS
Establishing a Positive Mathematics Community Suggested Days: 2	Process Standards: 7.1A Apply mathematics to problems arising in everyday life, society, and the workplace 7.1B 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 7.1C 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 7.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate 7.1E Create and use representations to organize, record, and communicate mathematical ideas 7.1F Analyze mathematical relationships to connect and communicate mathematical ideas 7.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication
Concept #1: Sets and Subsets Suggested Days: 2	Important Standards: 7.2A (3) extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers
Concept #2: Rational Number Operations Suggested Days: 6 **CFA 7.3B** **(Aug. 21 – Aug. 27)**	**Priority Standards:** **7.3B (13) apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers.** Important Standards: 7.3A (6) add, subtract, multiply, and divide rational numbers fluently

Unit 2: Proportional Relationships Estimated Date Range: Aug. 28 – Sept. 30 (22 total school days) Instructional & Re-engagement Days in Unit: 18 days		
Assessments		
STATE/NATIONAL ASSESSMENTS N/A	**DISTRICT ASSESSMENTS** NWEA MAP BOY (9/9 – 9/11) 3 days	**COMMON FORMATIVE ASSESSMENTS** (CFAs) Unit 2, 7.4D & 7.5C (1 day) Testing Window Sept. 17 – Sept. 30

Concepts within the Unit	**TEKS**
Concept #1: Application of Ratios, Rates, and Percents Suggested Days: 8	**Priority Standards** **7.4D (14) solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems *(Using scaling not cross multiplication*)** Important Standards 7.13A (3) calculate the sales tax for a given purchase and calculate income tax for earned wages. 7.13E (1) calculate and compare simple interest and compound interest earnings. 7.13F (2) analyze and compare monetary incentives, including sales, rebates, and coupons.
Concept #2: Calculating Unit Rates Suggested Days: 4	Important Standards 7.4B (6) calculate unit rates from rates in mathematical and real-world problems 7.4E (6) convert between measurement systems, including the use of proportions and the use of unit rates
Concept #3: Similarity Suggested Days: 5 **CFA 7.4D & 7.5C** **(Sept. 17 – Sept. 30)**	**Priority Standards** **7.5C (13) Solve mathematical and real-world problems involving similar shape and scale drawings** Important Standards 7.5A (5) Generalize the critical attributes of similarity, including ratios within and between similar shapes

Unit 3: Data & Probability (Continues in Grading Period 2) Estimated Date Range: Oct. 1 – Nov. 7 (22 total school days) Instructional & Re-engagement Days in Unit: 21 days (8 days in GP1 and 13 days in GP2)		
Assessments		
STATE/NATIONAL ASSESSMENTS N/A	**DISTRICT ASSESSMENTS** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** Unit 3, 7.6I & 7.6H (1 day) Testing Window Oct. 28 – Nov. 7
Concepts within the Unit	**TEKS**	
Concept #1: Foundations of Probability Suggested Days: 4	Important Standards 7.6A (3) represent sample spaces for simple and compound events using lists and tree diagrams 7.6B select and use different simulations to represent simple and compound events with and without technology	
Concept #2: Determining Probability of Simple and Compound Events Suggested Days: 9	**Priority Standards** **7.6I (14) determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces** Important Standards 7.6B select and use different simulations to represent simple and compound events with and without technology 7.6E (2) find the probability of a simple event and its complement and describe the relationship between the two	
Concept #3: Making Predictions with Simple and Compound Events Suggested Days: 7 **CFA 7.6I & 7.6H** **(Oct. 28 – Nov. 7)**	**Priority Standards 7.6I & 7.6H** 7.6H (14) Solve problems using qualitative and quantitative predictions and comparisons from simple experiments Important Standards 7.6F use data from a random sample to make inferences about a population 7.6C (3) make predictions and determine solutions using experimental data for simple and compound events 7.6D (2) Make predictions and determine solutions using theoretical probability for simple and compound events with and without technology.	
Grading Period 2		
Unit 3: Data & Probability (Continued) Estimated Date Range: Oct. 1 – Nov. 7 (22 total school days) Instructional & Re-engagement Days in Unit: 21 days (8 days in GP1 and 13 days in GP2) **See grading period 1 for details**		

Unit 4: Data & Statistics Estimated Date Range: Nov. 10 – Dec. 5 (15 total school days) Instructional & Re-engagement Days in Unit: 14 days		
Assessments		
STATE/NATIONAL ASSESSMENTS N/A	**DISTRICT ASSESSMENTS** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** Unit 4, 7.6G & 7.12A (1 day) Testing Window Nov. 19 – Dec. 4
Concepts within the Unit	**TEKS**	
Concept #1: Comparing Categorical Data Suggested Days: 4	**Priority Standard** **7.6G (14) Solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents**	
Concept #2: Comparing Numerical Data Suggested Days: 4 **CFA 7.6G & 7.12A (Nov. 19 – Dec. 4)**	**Priority Standards** **7.12A (14) Compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads**	
Concept #3: Making Inferences with Data Suggested Days: 3	Important Standards 7.12B (3) use data from a random sample to make inferences about a population 7.12C (3) compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations	
Unit 5: Equations and Inequalities (Continues in Grading Period 3) Estimated Date Range: Dec. 8 – Jan. 23 (21 total school days) Instructional & Re-engagement Days: 20 days (10 days in GP2 and 10 days in GP3)		
Assessments		
STATE/NATIONAL ASSESSMENTS N/A	**DISTRICT ASSESSMENTS** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** Unit 5, 7.11A (1 day) Testing Window Jan. 12 – Jan 23
Concepts within the Unit	**TEKS**	
Concept #1: Representing Equations and Inequalities Suggested Days: 4	**Priority Standards** **7.11A (14) model ~~and solve~~ one variable two step-equations and inequalities**	

	Important Standards 7.10A (5) Write one-variable, two-step equations and inequalities that represent conditions and constraints 7.10C (4) write a corresponding real-world problem given a one-variable, two-step equation or inequality
Concept #2: Model and Solve Equations and Inequalities Suggested Days: 8 **CFA 7.11A** **(Jan. 12 – Jan. 23)**	**Priority Standards** **7.11A (14) model and solve one variable two step-equations and inequalities** Important Standards 7.11B (7) determine if the given value(s) make(s) one-variable, two-step equations and inequalities true 7.10B (4) represent solutions for one-variable, two-step equations and inequalities on number lines
Concept #3: Geometric Applications of Equations Suggested Days: 4	Important Standards 7.11C (6) write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships

Grading Period 3

Unit 5: Equations and Inequalities (Continued)
Estimated Date Range: Dec. 8 – Jan. 23 (21 total school days)
Instructional & Re-engagement Days: 20 days (10 days in GP2 and 10 days in GP3)
See grading period 2 for details

Unit 6: Linear Relationships
Estimated Date Range: Jan. 26 – Feb. 18 (16 total school days)
Instructional & Re-engagement in Unit: 12 days

Assessments

STATE/NATIONAL ASSESSMENTS	DISTRICT ASSESSMENTS	COMMON FORMATIVE ASSESSMENTS (CFAs)
K-12 TELPAS Window (2/17 – 3/27)	NWEA MAP MOY (1/27 – 1/29) 3 days	CFA 7.4A & 7.7A (1 day) Testing Window Feb. 2 – Feb. 18

Concepts within the Unit	TEKS
Concept #1: Representing Constant Rate of Change Suggested Days: 4	**Priority Standards** **7.4A represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including d = rt**

	Important Standards 7.4C determine the constant of proportionality (k = y/x) within mathematical and real-world problems
Concept #2: Linear Relationships Suggested Days: 7 **CFA 7.4A & 7.7A** **(Feb. 2 – Feb. 18)**	**Priority Standards** **7.7A (14) represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form y = mx + b**

Unit 7: Circumference & Area of 2-D Figures Estimated Date Range: Feb. 19 – Mar. 13 (16 total school days) Instructional Days & Re-engagement Days in Unit: 15 days		
Assessments		
STATE/NATIONAL ASSESSMENTS K-12 TELPAS Window (2/17 – 3/27)	**DISTRICT ASSESSMENTS** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** Unit 7, 7.9B & 7.9C (1 day) Testing Window Mar. 9 – Mar. 13

Concepts within the Unit	**TEKS**
Concept #1: Circumference and Area of Circles Suggested Days: 5	**Priority Standards** **7.9B (14) Determine the circumference and area of circles** Important Standards 7.5B (5) Describe π as the ratio of the circumference of a circle to its diameter 7.8C Use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas
Concept #2: Area of Composite Figures Suggested Days: 6 **CFA 7.9B & 7.9C**	**Priority Standards** **7.9C (14) Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles.**
Grading Period 4	

Unit 8: Volume & Surface Area of 3-D Figures Estimated Date Range: Mar. 23 – Apr. 24 (24 total school days) Instructional & Re-engagement Days in Unit: 22 days		
Assessments		
STATE/NATIONAL ASSESSMENTS K-12 TELPAS Window (2/17 – 3/27) STAAR RLA (4/7 – 4/9) 1 day STAAR Math (4/21 – 4/23) 1 day	**DISTRICT ASSESSMENTS** N/A	**COMMON FORMATIVE ASSESSMENTS (CFAs)** N/A
Concepts within the Unit	**TEKS**	
Concept #1: Surface Area Suggested Days: 4	Important Standards 7.9D (6) 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.	
Concept #2: Volume of 3-D Figures Suggested Days: 7	**Priority Standards** **7.9A (13) Solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids** Important Standards 7.8A 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 7.8B 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 formulas	
Unit 9: Financial Literacy Estimated Date Range: Apr. 27 – May 28 (23 total school days) Instructional & Re-engagement Days in Unit: 20 days		
Assessments		
STATE/NATIONAL ASSESSMENTS N/A	**DISTRICT ASSESSMENTS** NWEA MAP EOY (5/12 – 5/14) 3 days	**COMMON FORMATIVE ASSESSMENTS (CFAs)** N/A
Concepts within the Unit	**TEKS**	
Concept #1: Tax Suggested Days: 4	Important Standards 7.13A (3) calculate the sales tax for a given purchase and calculate income tax for earned wages 7.13F (2) Analyze and compare monetary incentives, including sales, rebates, and coupons	

Concept #2: Personal Budget and Net Worth Suggested Days: 3	Important Standards 7.13B (3) 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 budge 7.13C (4) create and organize a financial asset and liabilities record and construct a net worth statement 7.13D (1) 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
Concept #3: Interest Suggested Days: 5	Important Standards 7.13E (1) calculate and compare simple interest and compound interest earnings