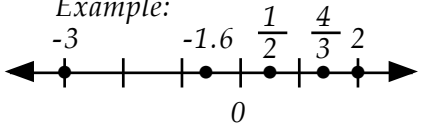


**Alabama**  
**Curricular Standards**  
**Mathematics - Grade 7**  
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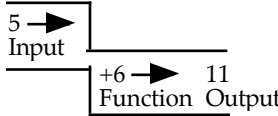
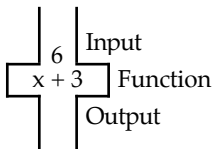
<b>Benchmark Number</b>	<b>Benchmark • Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
<b>Number Sense, Number Systems, Number Theory</b>				
<b>1</b>	<ul style="list-style-type: none"> <li>Demonstrate proficiency in adding and subtracting fractions without common denominators.</li> </ul>	<b>Appetizers 6 A; 7 A; 11 A; (Addition); (Subtraction); (Problem Solving)</b>		
<b>2</b> Stanford 9	<ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide integers.</li> </ul>	<b>Appetizers 6 A; 7 A; 8 A; 9 A; (Addition); (Subtraction); (Multiplication); (Division)</b>		
<b>3</b> Stanford 9	<ul style="list-style-type: none"> <li>Represent rational numbers on the number line. Example:  </li></ul>	<b>Appetizers 2 F; (Mathematical Relations)</b>		
<b>4</b> Stanford 9	<ul style="list-style-type: none"> <li>Compare and order rational numbers.</li> </ul>	<b>Appetizers 1 A; (Number Concepts)</b>		
<b>5</b> Stanford 9	<ul style="list-style-type: none"> <li>Perform basic operations on rational numbers.</li> </ul>	<b>Appetizers 6 A; 7 A; 8 A; 9 A; (Addition); (Subtraction); (Multiplication); (Division)</b>		
<b>6</b> Stanford 9	<ul style="list-style-type: none"> <li>Represent rational numbers and operations in a variety of equivalent forms using models, diagrams, and symbols.</li> </ul>	<b>Appetizers 1 C &amp; D; 12 C; (Number Concepts); (Mathematical Representation)</b>		
<b>7</b> Stanford 9	<ul style="list-style-type: none"> <li>Use prime and composite numbers.</li> </ul>	<b>Appetizers 1 E; (Number Concepts)</b>		
<b>8</b>	<ul style="list-style-type: none"> <li>Find least common multiples and greatest common factors using prime factorization.</li> </ul>	<b>Appetizers 1 F; (Number Concepts)</b>		

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
9 Stanford 9	<ul style="list-style-type: none"> <li>Evaluate powers of whole numbers and roots of perfect squares.</li> </ul>	Appetizers 1 E & G; (Number Concepts)		
10 Stanford 9	<ul style="list-style-type: none"> <li>Convert numbers between standard notation and scientific notation.</li> </ul>	Appetizers 1 E; (Number Concepts)		
11	<ul style="list-style-type: none"> <li>Select and use the most appropriate mode of calculation in any given situation.               <ul style="list-style-type: none"> <li>Estimation</li> <li>Mental math</li> <li>Paper and pencil</li> <li>Calculator</li> <li>Computer</li> </ul> </li> </ul>	All Appetizers		
12 Stanford 9	<ul style="list-style-type: none"> <li>Use estimation techniques in real-life problem solving.               <ul style="list-style-type: none"> <li>Front-end Example:  <math>1\frac{7}{12} \rightarrow 1\frac{7}{12} \approx \frac{1}{2}</math>  <math>1\frac{5}{8} \rightarrow 1\frac{5}{8} \approx \frac{1}{2}</math>  <math>\frac{+1}{3} \rightarrow \frac{+1}{3} \rightarrow 1 \rightarrow 3 + 1 = \textcircled{4}</math> </li> <li>Compatible numbers Example:  <math>3.02 \times 7.3 \approx 3 \times 7</math> or <math>\textcircled{21}</math>  <math>\textcircled{90}</math>  <math>6\sqrt{550} \approx 6\sqrt{540}</math> </li> <li>Clustering Example: \$1.78 + \$1.85 + \$2.12                All of the addends are close to the same dollar amount --- \$2.                Therefore, \$2 x 3 = \$6.             </li> </ul> </li> </ul>	Appetizers 10 A & B; (Estimation)		

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
13 Stanford 9	<ul style="list-style-type: none"> <li>• <i>Demonstrate proficiency in solving consumer-related problems.</i> <ul style="list-style-type: none"> <li>- Salaries, wages, commissions</li> <li>- Unit cost</li> <li>- Credit purchases</li> <li>- Interest</li> <li>- Discounts</li> <li>- Comparison shopping</li> </ul> </li> </ul>	<b>Appetizers 2 B; 10 B; 11 A; (Mathematical Relations); (Estimation); (Problem Solving)</b>		
14 Stanford 9	<ul style="list-style-type: none"> <li>• <i>Identify information missing in problem-solving situations.</i></li> </ul>	<b>Appetizers 11 A; (Problem Solving)</b>		
15 Stanford 9	<ul style="list-style-type: none"> <li>• <i>Use problem-solving strategies effectively.</i> <i>Examples: use objects, draw a picture, guess and check, make an organized list, write and solve an equation, solve a simpler problem, make a table or chart, look for a pattern, use logical reasoning, work backwards</i></li> </ul>	<b>Appetizers 11 A, B, C, &amp; D; 13 A; 14 A; (Problem Solving); (Reasonableness); (Mathematical Language, Representations, and Models)</b>		
16 Stanford 9	<ul style="list-style-type: none"> <li>• <i>Solve problems using ratios and/or proportions.</i></li> </ul>	<b>Appetizers 2 C; (Mathematical Relations)</b>		
17 Stanford 9	<ul style="list-style-type: none"> <li>• <i>Demonstrate proficiency in converting among percents, fractions, and decimals.</i></li> </ul>	<b>Appetizers 1 C; (Number Concepts)</b>		
18 Stanford 9	<ul style="list-style-type: none"> <li>• <i>Identify equivalent fractions, including lowest-term fractions and improper fractions.</i></li> </ul>	<b>Appetizers 1 C; (Number Concepts)</b>		
19	<ul style="list-style-type: none"> <li>• <i>Use exponents to express decimals in expanded notation.</i></li> </ul>			
<b>Geometry, Spatial Sense, Measurement</b>				
20	<ul style="list-style-type: none"> <li>• <i>Develop spatial sense by constructing and drawing two- and three-dimensional scale models.</i></li> </ul>	<b>Appetizers 2 B; (Mathematical Relations)</b>		

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21 Stanford 9	<ul style="list-style-type: none"> <li>• Convert from one measurement to another within the same system, customary or metric.</li> </ul>	<b>Appetizers 4 B &amp; C; (Measurement)</b>		
22 Stanford 9	<ul style="list-style-type: none"> <li>• Solve real-life measurement problems.               <ul style="list-style-type: none"> <li>- Elapsed time</li> <li>- Distance and length</li> <li>- Rate</li> <li>- Money</li> <li>- Weight and mass</li> <li>- Perimeter and circumference</li> <li>- Temperature</li> <li>- Area and surface area</li> <li>- Volume</li> </ul> </li> </ul>	<b>Interactive discussion throughout Appetizers; Appetizers 4 A, B, D, &amp; E; (Measurement)</b>		
23 Stanford 9	<ul style="list-style-type: none"> <li>• Exhibit proficiency in determining perimeter and area of regular plane geometric figures.</li> </ul>	<b>Appetizers 4 D &amp; E; (Measurement)</b>		
24 Stanford 9	<ul style="list-style-type: none"> <li>• Determine perimeter, area, and volume by actually measuring using customary and metric units.</li> </ul>	<b>Appetizers 4 E; (Measurement)</b>		
25 Stanford 9	<ul style="list-style-type: none"> <li>• Apply appropriate formulas to find perimeter, circumference, surface area, area, and volume.</li> </ul>	<b>Appetizers 4 D &amp; E; (Measurement)</b>		
26 Stanford 9	<ul style="list-style-type: none"> <li>• Determine measurement indirectly from similar figures and scale drawings.</li> </ul>	<b>Appetizers 2 B; 10 B; (Mathematical Relations); (Estimation)</b>		
27 Stanford 9	<ul style="list-style-type: none"> <li>• Identify plane and solid geometric figures. Examples: angles, polygons, polyhedrons, irregular figures</li> </ul>	<b>Appetizers 3 A &amp; E; (Geometry)</b>		
28 Stanford 9	<ul style="list-style-type: none"> <li>• Exhibit proficiency in identifying relationships between pairs of lines.               <ul style="list-style-type: none"> <li>- Parallel</li> <li>- Perpendicular</li> <li>- Skew</li> <li>- Intersecting (non-perpendicular)</li> </ul> </li> </ul>	<b>Appetizers 11 B; (Problem Solving)</b>		

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Target</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
29 Stanford 9	<ul style="list-style-type: none"> <li>• Relate parallel and perpendicular lines to the identification of plane and solid geometric figures. Example: A right rectangular prism has some perpendicular edges and some parallel edges.</li> </ul>	Appetizers 3 A & E; (Geometry)		
30	<ul style="list-style-type: none"> <li>• Describe relationships between pairs of angles. <ul style="list-style-type: none"> <li>- Adjacent</li> <li>- Vertical</li> <li>- Complementary</li> <li>- Supplementary</li> </ul> </li> </ul>	Appetizers 3 D; (Geometry)		
31 Stanford 9	<ul style="list-style-type: none"> <li>• Draw geometric figures on the Cartesian plane and identify coordinates of vertices.</li> </ul>	Appetizers 2 E; 3 H; (Mathematical Relations); (Geometry)		
32	<ul style="list-style-type: none"> <li>• Explore vertical and horizontal distances and slope on the Cartesian plane.</li> </ul>	Appetizers 3 H; (Geometry)		
33 Stanford 9	<ul style="list-style-type: none"> <li>• Explore geometric transformations on the Cartesian plane. <ul style="list-style-type: none"> <li>- Translations</li> <li>- Rotations</li> <li>- Reflections</li> </ul> </li> </ul>	Appetizers 3 B; (Geometry)		
34	<ul style="list-style-type: none"> <li>• Use computers and graphing calculators to facilitate understanding of coordinate geometry and other mathematical concepts.</li> </ul>			
35 Stanford 9	<ul style="list-style-type: none"> <li>• Exhibit proficiency in drawing and labeling parts of a circle. <ul style="list-style-type: none"> <li>- Arc</li> <li>- Central angle</li> <li>- Inscribed angle</li> </ul> </li> </ul>	Appetizers 3 E; (Geometry)		
36	<ul style="list-style-type: none"> <li>• Use constructions with straightedge and compass to develop understanding of geometric concepts. <ul style="list-style-type: none"> <li>- Congruent angles</li> <li>- Bisected angles</li> <li>- Right angles</li> <li>- Isosceles triangles</li> <li>- Equilateral triangles</li> </ul> </li> </ul>	Appetizers 3 D; (Geometry)		

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>										
<b>Patterns, Functions, Algebra</b>														
37	<ul style="list-style-type: none"> <li>Demonstrate proficiency in the use of the order of operations.</li> </ul>	<b>Appetizers 2 A; (Mathematical Relations)</b>												
38 Stanford 9	<ul style="list-style-type: none"> <li>Develop proficiency in describing, extending, analyzing, and creating a wide variety of patterns.</li> </ul>	<b>Appetizers 2 B; (Mathematical Relations)</b>												
39 Stanford 9	<ul style="list-style-type: none"> <li>Find the output of functions (function machines). Examples:   <p>If the input is 7, what is the output?</p>  <p>What is the output?</p> </li> </ul>	<b>Appetizers 2 A &amp; B; (Mathematical Relations)</b>												
40	<ul style="list-style-type: none"> <li>Determine a rule that represents a function relationship. Example:  <table border="1" data-bbox="422 1176 803 1333"> <thead> <tr> <th colspan="2">What is the rule?</th> </tr> <tr> <th>Input</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>12</td> </tr> <tr> <td>12</td> <td>24</td> </tr> <tr> <td>18</td> <td>36</td> </tr> </tbody> </table> <p>Answer: Input <math>\times</math> 2 = Output</p> </li> </ul>	What is the rule?		Input	Output	6	12	12	24	18	36	<b>Appetizers 2 B &amp; D; (Mathematical Relations)</b>		
What is the rule?														
Input	Output													
6	12													
12	24													
18	36													
41	<ul style="list-style-type: none"> <li>Identify the domain and range of a function.</li> </ul>	<b>Appetizers 2 G; (Mathematical Relations)</b>												

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42	<ul style="list-style-type: none"> <li>• Use vocabulary associated with algebra.               <ul style="list-style-type: none"> <li>- Variable</li> <li>- Term</li> <li>- Coefficient</li> <li>- Constant</li> <li>- Exponent</li> <li>- Sentence, equation, inequality</li> <li>- Phrase, expression</li> </ul> </li> </ul>	Appetizers 2 D; 12 A; (Mathematical Relations); (Mathematical Representation)		
43 Stanford 9	<ul style="list-style-type: none"> <li>• Simplify and evaluate linear algebraic expressions.</li> </ul>	Appetizers 2 D; (Mathematical Relations)		
44 Stanford 9	<ul style="list-style-type: none"> <li>• Translate verbal phrases and sentences into symbolic notation.</li> </ul>	Appetizers 12 A; (Mathematical Representation)		
45 Stanford 9	<ul style="list-style-type: none"> <li>• Solve equations and inequalities by substituting values from a given set (domain).</li> </ul>	Appetizers 2 D & G; (Mathematical Relations)		
46 Stanford 9	<ul style="list-style-type: none"> <li>• Solve linear equations of the type <math>ax + b = c</math>.</li> </ul>	Appetizers 2 D; 12 A; (Mathematical Relations); (Mathematical Representation)		
47	<ul style="list-style-type: none"> <li>• Solve linear inequalities of the type <math>ax + b &gt; c</math>, and graph the solution set on a number line.</li> </ul>	Appetizers 2 H; (Mathematical Relations)		
48 Stanford 9	<ul style="list-style-type: none"> <li>• Exhibit understanding of the properties of rational numbers.               <ul style="list-style-type: none"> <li>- Distributive Property</li> <li>- Closure Property</li> <li>- Associative Property</li> <li>- Commutative Property</li> <li>- Inverse Property</li> <li>- Identity Property</li> </ul> </li> </ul>	Appetizers 2 A; (Mathematical Relations)		
49	<ul style="list-style-type: none"> <li>• Solve algebraic problems using calculators and computers when appropriate.</li> </ul>			

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<b>Probability, Statistics, Discrete Mathematics</b>																									
50 Stanford 9	<ul style="list-style-type: none"> <li>Analyze and/or extrapolate data from lists, circle graphs, tables, single- and multiple-line graphs, single- and multiple-bar graphs, and tally charts.</li> </ul>	<b>Appetizers 5 D; (Probability/Statistics)</b>																							
51 Stanford 9	<ul style="list-style-type: none"> <li>Exhibit proficiency in determining mean, mode, median, and range for a set of data.</li> </ul>	<b>Appetizers 5 E; (Probability/Statistics)</b>																							
52 Stanford 9	<ul style="list-style-type: none"> <li>Apply measures of central tendency and dispersion to real-life situations.</li> </ul>	<b>Appetizers 5 E; (Probability/Statistics)</b>																							
53	<ul style="list-style-type: none"> <li>Identify uses and misuses of statistics in everyday life.</li> </ul>	<b>Appetizers 11 D; (Problem Solving)</b>																							
54 Stanford 9	<ul style="list-style-type: none"> <li>Determine possible outcome(s) of an event and compare with experimental outcomes.</li> </ul>	<b>Appetizers 5 A &amp; C; (Probability/Statistics)</b>																							
55 Stanford 9	<ul style="list-style-type: none"> <li>Determine permutations and combinations. Examples: <u>Combinations</u> Mrs. Kyser must choose two students to attend a meeting. Her choices are Sam, Joe, and Karen. In how many ways can she choose two of the three? List them. Answer: 3 ways - Sam, Joe Sam, Karen Joe, Karen <u>Permutations</u> John, Sue, and Bob are racing. How many different possibilities are there for first, second, and third place winners? List them. Answer: 6 possibilities <table style="margin-left: 40px; border: none;"> <tr> <td><u>1st place</u></td> <td><u>2nd place</u></td> <td><u>3rd place</u></td> </tr> <tr> <td>John</td> <td>Sue</td> <td>Bob</td> </tr> <tr> <td>John</td> <td>Bob</td> <td>Sue</td> </tr> <tr> <td>Sue</td> <td>John</td> <td>Bob</td> </tr> <tr> <td>Sue</td> <td>Bob</td> <td>John</td> </tr> <tr> <td>Bob</td> <td>Sue</td> <td>John</td> </tr> <tr> <td>Bob</td> <td>John</td> <td>Sue</td> </tr> </table> </li> </ul>	<u>1st place</u>	<u>2nd place</u>	<u>3rd place</u>	John	Sue	Bob	John	Bob	Sue	Sue	John	Bob	Sue	Bob	John	Bob	Sue	John	Bob	John	Sue	<b>Appetizers 5 A &amp; C; (Probability/Statistics)</b>		
<u>1st place</u>	<u>2nd place</u>	<u>3rd place</u>																							
John	Sue	Bob																							
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56	• <i>Develop an awareness of inductive and deductive reasoning.</i>	<b>Appetizers 5 C; (Probability/Statistics)</b>		
57	• <i>Represent a given set in various ways.</i> - Roster <i>Example: (1, 2, 3, ...)</i> - Definition or rule <i>Example: (x x is a natural number)</i>			
58	• <i>Recognize and use the vocabulary of set theory.</i> - Element - Subset - Null (or empty) set - Intersection - Union - Venn diagrams	<b>Interactive discussion throughout Appetizers</b>		

*Stanford Achievement, Ninth Edition* Advanced 1 objectives not included in this course:

ESTIMATION - Identify reasonableness. (addressed in sixth grade)

NUMBER SYSTEMS AND NUMBER THEORY - Identify the place value of a digit in a decimal. (addressed in sixth grade)

GEOMETRY - Identify radius and diameter. (addressed in sixth grade)

PROBABILITY - Identify probabilities. (addressed in sixth grade)