HOUSTON COUNTY SCHOOLS
MATHEMATICS DEPARTMENT

7TH GRADE MATHEMATICS
2020-2021

Houston County's system-wide initiatives center around building fully functional, intensely focused professional learning communities in our schools.
This initiative includes a focus on learning which clarifies and monitors essential learning.

Not all content in a given grade or course is emphasized equally in the standards, nor should it be. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas may also be necessary for students to meet the demands of the Georgia Milestones assessments.

*To say that some standards have greater emphasis is **not** to say that anything in the standards can safely be neglected in instruction!* Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. This new guide not only gives calendar pacing at the unit level, but also pacing at the standard level and one of three levels of content, listed below.

PACING GUIDE & TEACHER PLANNER

This summer, groups of math teachers from every middle school in Houston County were invited to meet to identify "Essential Standards." Teachers considered the content expectations for future units within their grade, for future grades, on state assessments, and in other content areas to determine which standards were "ESSENTIAL "Supporting," or "Additional." Their designations are color-coded within the list of standards as below and the included calendar shows approximate within-unit time allocations by standard or cluster.

μEssential ΣSupporting *Additional

On SharePoint, we amended course materials (including lesson plans, study guides, assessments, and POD's) to reflect the content of greatest emphasis for this math course because of their prioritization of standards.

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the standards. It includes a standard-by-standard calendar for teachers to use to plan and allocate teaching/learning time appropriately.

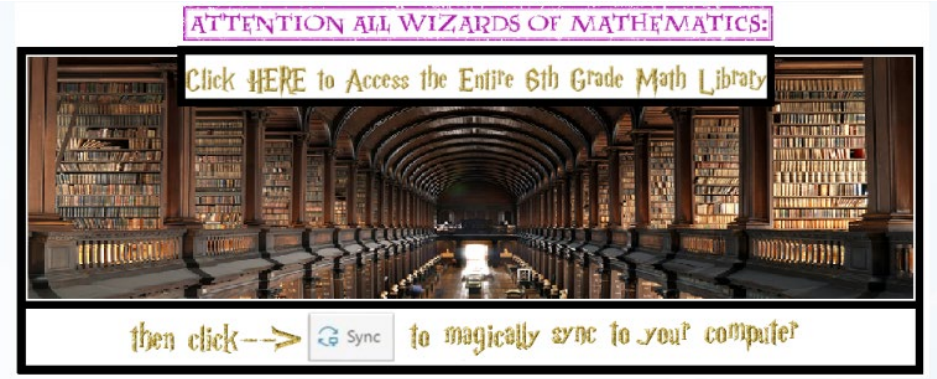
What resources are available for me?

What's on your SharePoint Course page?	• Unit Plans • "I Can" Statements with Examples • Unit Assessments • Daily PODs • Lessons and Tasks • Assessment Banks *(instructions for ExamView banks after the calendars)* • Fluency Unit for RTI • Milestones Resources including Mock Assessments • HRW Teacher/Student Instructions • And much more
Online Textbook	https://my.hrw.com/ Generic login: username: houstoncountyteacher password: Houston1! Each teacher also has a personal account Username: full email address If you don't know your password, use reset password link
Student Weeblys	http://hcbemath.weebly.com/

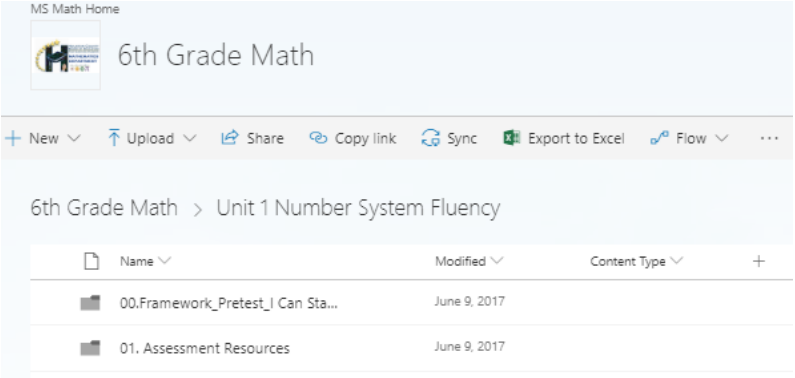
How do I sync the mathematics material to my file library on my desktop?

From Office 365, navigate to > SharePoint > Departments > Teaching & Learning > Math > Grade Band > Course Home.

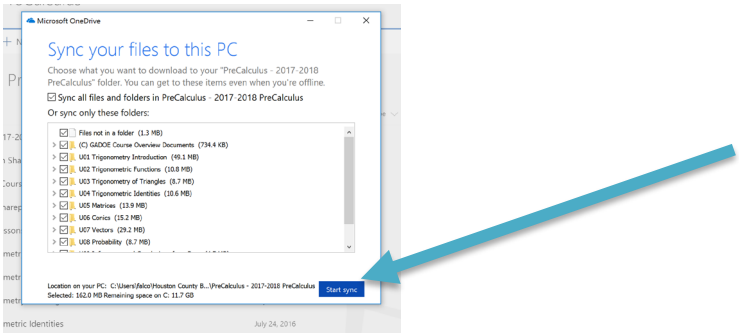
1. Navigate to your course home on SharePoint and click the icon below.



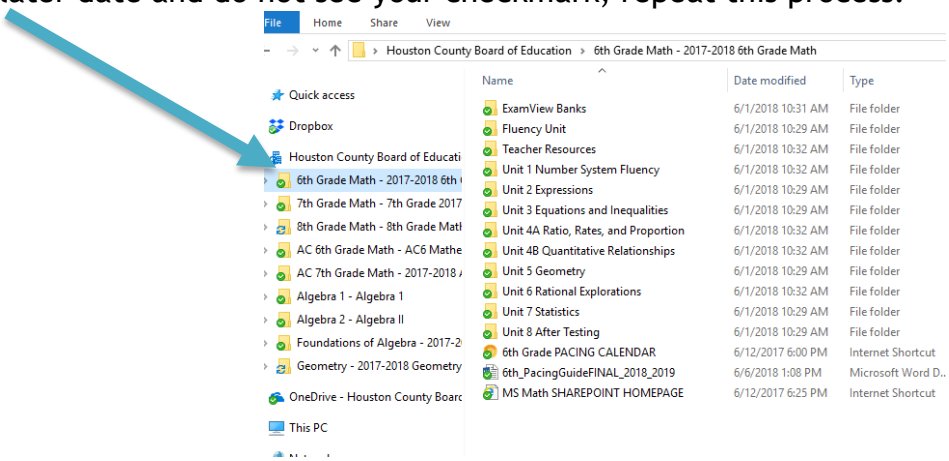
You are now in your course's document library. Click the Sync Button.



2. A window will open and all the folders in this library should be checked. Keep them checked and choose Start sync. ***Note, you may encounter two screens before this in which you choose ALLOW and then must SIGN IN with your HCBE email.



3. After a few seconds, you will get notified that the files are syncing to your Houston County BOE One Drive and the files will be located in your file library. These files work like Dropbox and are updated in real time as changes are made by Dr. Rape or Jennifer Farrow. BE SURE YOU SEE GREEN CHECK MARK. This means it is synced and your files are updated. If you open at a later date and do not see your checkmark, repeat this process.



NOTE*** These files are locked for editing and saving to these folders. You may open, edit, and save to your personal files in another file location.
NOTE**** ExamView Tests will NOT open directly from the Houston County Board of Education File Folders. To open, right-click copy and right-click save to a folder on your desktop or My Documents. Then, open the file from this location. A PDF of each test is available for you to preview

1st Semester
August 4 – December 18 ***September 7 (Labor Day Holiday); October 13-16 (Fall Holiday); November 11 (Veteran's Day); November 23-27 (Thanksgiving Holiday)***

7th Grade Georgia Standards of Excellence 2020-2021 Pacing Guide

μEssential ΣSupporting *Additional

<u>Unit 1</u>: Operations with Rational Numbers (≈ 6 weeks)

μ**MGSE 7.NS.1** Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

1a. Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. For example, your bank account balance is -$25.00. You deposit $25.00 into your account. The net balance is $0.00.

1b. Understand p + q as the number located a distance from p, in the positive or negative direction depending on whether q is positive or negative. Interpret sums of rational numbers by describing real world contexts.

1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

1d. Apply properties of operations as strategies to add and subtract rational numbers.

μ**NS.2** Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.

2c. Apply properties of operations as strategies to multiply and divide rational numbers.

2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.

μ**NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers.

1st Semester
August 4 – December 18 ***September 7 (Labor Day Holiday); October 13-16 (Fall Holiday); November 11 (Veteran's Day); November 23-27 (Thanksgiving Holiday)***

7TH GRADE MATH – UNIT 1 CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Aug **3**	Aug **4**	Aug **5**	Aug **6**	Aug **7**
	Unit 1			
	NS.1----------→			
	Adding and Subtracting Rational Numbers			
Aug **10**	Aug **11**	Aug **12**	Aug **13**	Aug **14**
UNIT 1				
NS.1----------|				
Aug **17**	Aug **18**	Aug **19**	Aug **20**	Aug **21**
MAP Testing		UNIT 1		
		NS.2----------→		
MAP window is open all of August. **Not necessarily these two days**	Note: You will be losing 2 days of instruction for MAP Testing inside your classroom.	Multiplying and Dividing Rational Numbers		
Aug **24**	Aug **25**	Aug **26**	Aug **27**	Aug **28**
UNIT 1				
NS.2----------|				
Aug **20**	Sept **1**	Sept **2**	Sept **3**	Sept **4**
UNIT 1				
NS.3----------→				
Real world problems with all operations.				
Sept **7**	Sept **8**	Sept **9**	Sept **10**	Sept **11**
Labor Day	UNIT 1		**Target date: Unit 1 Review/Assessment**	
	NS.3----------|			

1st Semester
August 4 – December 18 ***September 7 (Labor Day Holiday); October 13-16 (Fall Holiday); November 11 (Veteran's Day); November 23-27 (Thanksgiving Holiday)***

<u>Unit 2</u>: Expressions and Equations (≈ 7weeks)

Use properties of operations to generate equivalent expressions.

μ**EE.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

μ**MGSE7EE.2** Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that adding a 5% tax to a total is the same as multiplying the total by 1.05.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

μEE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

4c. Solve real-world and mathematical problems by writing and solving equations of the form $x+p = q$ and $px = q$ in which p and q are rational numbers.

μ**EE.3** Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.

For example:

- If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50.
- If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

1st Semester

August 4 – December 18

September 7 (Labor Day Holiday); October 13-16 (Fall Holiday); November 11 (Veteran's Day); November 23-27 (Thanksgiving Holiday)

7TH GRADE MATH – UNIT 2 CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Sept **14**	Sept **15**	Sept **16**	Sept **17**	Sept **18**
UNIT 2				
EE.1, EE.2---------- |			EE.4----------→	
Properties of Operations to make equivalent expressions.			Real world problems using expressions and equations.	
Sept **21**	Sept **22**	Sept **23**	Sept **24**	Sept **25**
UNIT 2				
EE.4----------→				
Sept **28**	Oct **29**	Sep **30**	Oct **1**	Oct **2**
UNIT 2				
EE.4----------→				
Oct **5**	Oct **6**	Sep **7**	Oct **8**	Oct **9**
UNIT 2				Inservice
EE.4----------→				
Oct **12**	Oct **13**	Oct **14**	Oct **15**	Oct **16**
FALL BREAK	FALL BREAK	FALL BREAK	FALL BREAK	FALL BREAK
Oct **19**	Oct **20**	Oct **21**	Oct **22**	Oct **23**
UNIT 2				
EE.4----------→				
Oct **26**	Oct **27**	Oct **28**	Oct **29**	Oct **30**
UNIT 2				
EE.4---------- |		EE.3----------→		
Nov **2**	Nov **3**	Nov **4**	Nov **5**	Nov **6**
UNIT 2				
EE.3---------- |			**Target Date: Review/Assessment**	

1st Semester
August 4 – December 18 ***September 7 (Labor Day Holiday); October 13-16 (Fall Holiday); November 11 (Veteran's Day); November 23-27 (Thanksgiving Holiday)***

7th Grade Georgia Standards of Excellence 2020-2021 Pacing Guide

μEssential ΣSupporting *Additional

Unit 3: Ratios & Proportional Relationships (≈ 5 weeks)

Analyze proportional relationships and use them to solve real-world and mathematical problems.

μ**RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

μ**RP.2** Recognize and represent proportional relationships between quantities.

2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

2c. Represent proportional relationships by equations. For example, if total cost is proportional to the number of items purchased at a constant price (p), the relationship between the total cost (t) and the number of items (n) can be expressed as $t = pn$.

2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.

μ**RP.3** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, and fees.

Draw, construct, and describe geometrical figures and describe the relationships between them.

Σ**G.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

1st Semester
August 4 – December 18 ***September 7 (Labor Day Holiday); October 13-16 (Fall Holiday); November 11 (Veteran's Day); November 23-27 (Thanksgiving Holiday)***

7TH GRADE MATH – UNIT 3 CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Nov **9**	Nov **10**	Nov **11**	Nov **12**	Nov **13**
UNIT 3		Veterans Day	Unit 3	
RP.1----------→			RP.2----------→	
Unit Rate with like or different units.			Proportional Relationships between Quantities	
Nov **16**	Nov **17**	Nov **18**	Nov **19**	Nov **20**
UNIT 3				
RP.2----------→				
Nov **23**	Nov **24**	Nov **25**	Nov **26**	Nov **27**
Thanksgiving Break				
Dec **30**	Dec **1**	Dec **2**	Dec **3**	Dec **4**
MAP Testing		UNIT 3		
		RP.3----------→		
MAP window is open all of August. **Not necessarily these two days**	Note: You will be losing 2 days of instruction for MAP Testing inside your classroom.	Using Proportional Relationships to solve multistep problems.		
Dec **7**	Dec **8**	Dec **9**	Dec **10**	Dec **11**
Unit 3		UNIT 3		
RP.3---------- |				G.1----------→
				Scale Drawings
Dec **14**	Dec **15**	Dec **16**	Dec **17**	Dec **18**
UNIT 3				
G.1---------- |			**Target Date: Unit 3 Review/Assessment**	
				End of the Semester (½ day)

2nd Semester
January 5 – May 26 ***January 18 (MLK Holiday); February 15 (President's Day Holiday); February 16 (Student Holiday) March 29-April 2 (Spring Break)***

7th Grade Georgia Standards of Excellence 2020-2021 Pacing Guide

μEssential ΣSupporting *Additional

Unit 4: Geometry (≈ 5 weeks)

***G.2** Explore various geometric shapes with given conditions. Focus on creating triangles from three measures of angles and/or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

μ**G.5** Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

***G.4** Given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

***G.6** Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

***G.3** Describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.

2nd Semester
January 5 – May 26 ***January 18 (MLK Holiday); February 15 (President's Day Holiday); February 16 (Student Holiday) March 29-April 2 (Spring Break)***

7TH GRADE MATH – UNIT 4 CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Jan 4	Jan 5	Jan 6	Jan 7	Jan 8
INSERVICE	UNIT 4			
	G.2----------|			G.5-------→
	Triangle Exploration			Angles: supplementary, complimentary, vertical, adjacent.
Jan 11	Jan 12	Jan 13	Jan 14	Jan 15
UNIT4				
G.5----------|				G.4--------→
				Area and circumference of a circle.
Jan 18	Jan 19	Jan 20	Jan 21	Jan 22
MLK HOLIDAY	UNIT 4			
	G.4----------|			G.6---------→
Jan 25	Jan 26	Jan 27	Jan 28	Jan 29
UNIT 4				
G.6----------|				
Real mathematical problems involving area, volume, and surface area of 2D, 3D shapes				
Feb 1	Feb 2	Feb 3	Feb 4	Feb 5
UNIT 4			**Target date: Review/Assessment UNIT 4**	
G.3----------|				
Cross sections of 3D shapes				

2nd Semester
January 5 – May 26 ***January 18 (MLK Holiday); February 15 (President's Day Holiday); February 16 (Student Holiday) March 29-April 2 (Spring Break)***

7th Grade Georgia Standards of Excellence 2020-2021 Pacing Guide

μEssential ΣSupporting *Additional

Unit 5: Inferences (≈ 3 weeks)

Use random sampling to draw inferences about a population.

ΣSP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. *Distinguish between a population parameter (numerical summary of the population) and a sample statistic (numerical summary of a sample).*

ΣSP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *Compare shape, measures of central tendency and variation from samples to those from a population (or a census). Observe that sample statistics vary less from one sample to the next as the sample size increases. We have more precision with our inference from a sample statistic to a population parameter with a larger sample size. Understand that random sampling tends to produce representative samples thus resulting in sample statistics that are more likely to approximate the population parameters.*

Draw informal comparative inferences about two populations.

*SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range.

*SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *Compare summary statistics (mean, median, mode, range, quartiles, and interquartile range) from one sample data distribution to another sample data distribution in describing center and variability of the data distributions for numerical data and make informal comparative statements.*

2nd Semester
January 5 – May 26 *January 18 (MLK Holiday); February 15 (President's Day Holiday); February 16 (Student Holiday) March 29-April 2 (Spring Break)*

7TH GRADE MATH – UNIT 5 CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Feb **8**	Feb **9**	Feb **10**	Feb **11**	Feb **12**
UNIT 5				
SP.1----------|				
Sampling				
Feb **15**	Feb **16**	Feb **17**	Feb **18**	Feb **19**
PRESIDENTS DAY	INSERVICE	UNIT 5		
		SP.2----------→		
		Inferences		
Feb **22**	Feb **23**	Feb **24**	Feb **25**	Feb **26**
UNIT 5				
SP.2----------|		SP.3/4----------→		
		Summarizing data		
Mar **1**	Mar **2**	Mar **3**	Mar **4**	Mar **5**
MAP Testing		UNIT 5		
		SP.3/4----------|	**Target date: Review/Assessment**	
Not necessarily these exact dates. 2 days will be taken in the month of March. Ask your API for exact dates.	Use your discretion if you would like to take 2 days from Unit 5 or Unit 6.			

Unit 6: Probability (≈ 3 weeks)

Investigate chance processes and develop, use, and evaluate probability models.

ΣSP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

ΣSP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

*SP.7 Develop a probability model and use it to find probabilities of events. Compare experimental and theoretical probabilities of events. If the probabilities are not close, explain possible sources of the discrepancy.

- 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
- 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*

ΣSP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
- 8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
- 8c. Explain ways to set up a simulation and use the simulation to generate frequencies for compound events. For example, if 40% of donors have type A blood, create a simulation to predict the probability that it will take at least 4 donors to find one with type A blood?

2nd Semester				
January 5 – May 26 ***January 18 (MLK Holiday); February 15 (President's Day Holiday); February 16 (Student Holiday) March 29-April 2 (Spring Break)***				

7TH GRADE MATH – UNIT 6 CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Mar **8**	Mar **9**	Mar **10**	Mar **11**	Mar **12**
UNIT 6				
SP.5----------|			SP.6----------|	
Understanding probability of chance			Approximate probability of chance by collecting data	
Mar **15**	Mar **16**	Mar **17**	Mar **18**	Mar **19**
UNIT 6				
SP.7----------|				SP.8----------→
Develop probability model; compare experiment and theoretical events.				Lists, tables, tree diagrams, simulations of compound events.
Mar **22**	Mar **23**	Mar **24**	Mar **25**	Mar **26**
UNIT 6				
SP.8----------|			Target date: Review/Assessment	
Mar **29**	Mar **30**	Mar **31**	Apr **1**	Apr **2**
Spring Break				
Apr **5**	Apr **6**	Apr **7**	Apr **8**	Apr **9**
GMAS REVIEW (MOCK EXAM)				
Apr **12**	Apr **13**	Apr **14**	Apr **15**	Apr **16**
GMAS REVIEW (MOCK EXAM)				

REMEDIATION/ALGEBRA REVIEW FOR REMAINDER OF SCHOOL YEAR.

2nd Semester
January 5 – May 26 ***January 18 (MLK Holiday); February 15 (President's Day Holiday); February 16 (Student Holiday) March 29-April 2 (Spring Break)***

7TH GRADE MATH – UNIT 7 CALENDAR

Unit 7: Algebra Revisited (≈4 weeks)

HNS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Use properties of operations to generate equivalent expressions.

HEE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

HMGSE7EE.2 Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related. For example a + 0.05a = 1.05a means that adding a 5% tax to a total is the same as multiplying the total by 1.05.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

HEE.3 Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.

For example:

- If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50.
- If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

HEE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.

4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.

4c. Solve real-world and mathematical problems by writing and solving equations of the form $x+p = q$ and $px = q$ in which p and q are rational numbers.

HG.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

2nd Semester
January 5 – May 26 ***January 18 (MLK Holiday); February 15 (President's Day Holiday); February 16 (Student Holiday) March 29-April 2 (Spring Break)***

7th Grade Georgia Standards of Excellence 2020=2021 Pacing Guide

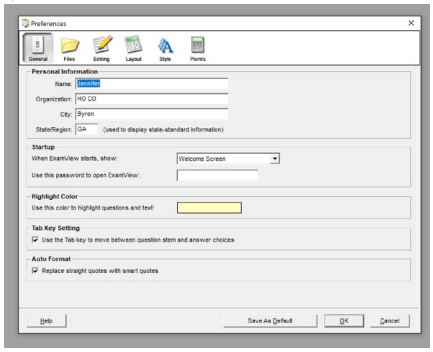
μEssential Σ Supporting *Additional

Monday	Tuesday	Wednesday	Thursday	Friday
Apr **19**	Apr **20**	Apr **21**	Apr **22**	Apr **23**
Possible TESTING WEEK				
Apr **26**	Apr **27**	Apr **28**	Apr **29**	Apr **30**
UNIT 7				
May **3**	May **4**	May **5**	May **6**	May **7**
UNIT 7				
May **10**	May **11**	May **12**	May **12**	May **14**
UNIT 7				
May **17**	May **18**	May **19**	May **20**	May **21**
UNIT 7				
May **24**	May **25**	May **26**	May **27**	May **28**
UNIT 7				
Target date: Review/Assessment		Last Day of School (½ Day)		

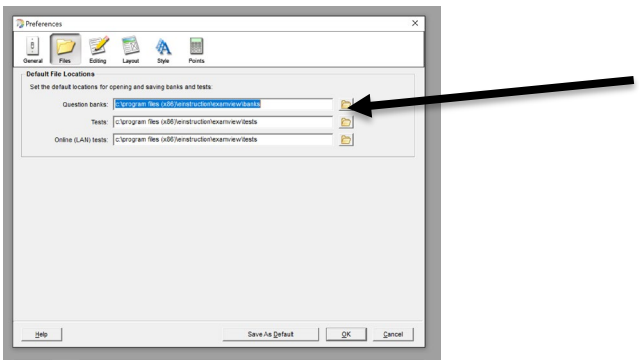
How to Make ExamView Banks Easily Accessible

Open ExamView Test Generator

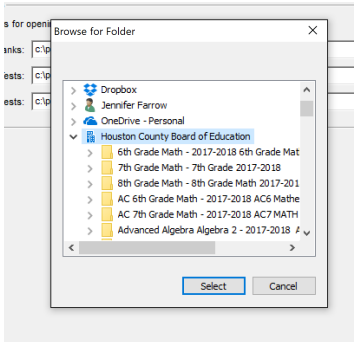
1. After closing the welcome menu, choose the EDIT tab. Select “Preferences”



2. In this window, choose “Files” and then the file folder icons next to Question banks.



3. Navigate to the location of the course materials on your computer -Houston County Board of Education Synced Files. Highlight and select. Click OK.



4. Now when you go to create a test and select questions, ExamView will default to this location. ExamView Banks are located in the ExamView folder and in each Unit’s Assessment folder.