

# 1 Thinking Proportionally

## Topic 1: Circles and Ratios

ELPS: 1.A, 1.C, 1.E, 1.F, 1.G, 2.C, 2.E, 2.I, 3.D, 3.E, 4.B, 4.C, 4.D, 4.J, 5.B, 5.F, 5.G

Topic Pacing: 9 Days





Lesson	Lesson Title	Highlights	TEKS*	Pacing**
1	<b>Pi: The Ultimate Ratio</b> Exploring the Ratio of Circle Circumference to Diameter	Students explore the relationship between the distance around a circle and the distance across a circle. They learn the terms <i>circumference</i> , <i>diameter</i> , and <i>radius</i> . Students use hands-on tools to measure the distances and compare the ratio of the circumference to the length of the diameter. They then use a compass to create their own circles and realize that for every circle the ratio of circumference to diameter is pi. Students practice solving for the diameter or the circumference in problems.	7.5B 7.8C <b>7.9B</b>	2
2	<b>That's a Spicy Pizza!</b> Area of Circles	Students explore the area of a circle in terms of its circumference. They cut a circle into sectors and fit the sectors together to form a parallelogram. The parallelogram helps students see the area of a circle in relation to its circumference: Students derive the area for a circle and then solve problems using the formulas for the circumference and area of circles.	7.4B 7.8C <b>7.9B</b>	2
Suggested Placement of Learning Individually with Skills Practice or MATHia				1
3	<b>Circular Reasoning</b> Solving Area and Circumference Problems	Students use the area of a circle formula and the circumference formula to solve for unknown measurements in problem situations. Some of the situations are problems composed of more than one figure, and some of the situations include shaded and non-shaded regions. Students then determine whether to use the circumference or area formula to solve problems involving circles.	<b>7.9B</b> 7.9C	2
Suggested Placement of Learning Individually with Skills Practice or MATHia				1
End of Topic Assessment				1

# Texas Grade 7: Module 1, Topic 1 Pacing Guide

## 180-Day Pacing

1 Day Pacing = 45-minute Session

\* This activity highlights a key term or concept that is essential to the learning goals of the lesson.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>TEKS: 7.5B, 7.8C, <b>7.9B</b></p> <p><b>LESSON 1</b> <b>Pi: The Ultimate Ratio</b> GETTING STARTED</p> <p>ACTIVITY 1 *</p> <p>ACTIVITY 2 *</p>	<p><b>LESSON 1</b> <small>continued</small></p> <p>ACTIVITY 3 *</p> <p>TALK THE TALK</p>	<p>TEKS: 7.4B, 7.8C, <b>7.9B</b></p> <p><b>LESSON 2</b> <b>That's a Spicy Pizza!</b> GETTING STARTED</p> <p>ACTIVITY 1 *</p>	<p><b>LESSON 2</b> <small>continued</small></p> <p>ACTIVITY 2 *</p> <p>ACTIVITY 3</p> <p>TALK THE TALK</p>	<p><b>LEARNING INDIVIDUALLY</b></p> <p> Skills Practice</p> <p>OR</p> <p> <b>MATHia</b></p>
Day 6	Day 7	Day 8	Day 9	
<p>TEKS: 7.9B, 7.9C</p> <p><b>LESSON 3</b> <b>Circular Reasoning</b> GETTING STARTED</p> <p>ACTIVITY 1</p> <p>ACTIVITY 2 *</p>	<p><b>LESSON 3</b> <small>continued</small></p> <p>ACTIVITY 3 *</p> <p>TALK THE TALK *</p>	<p><b>LEARNING INDIVIDUALLY</b></p> <p> Skills Practice</p> <p>OR</p> <p> <b>MATHia</b></p>	<p><b>END OF TOPIC ASSESSMENT</b></p>	