











- (7.4) The student applies mathematical process standards to represent and solve problems involving proportional relationships. The student is expected to
- (E) convert between measurement systems, including the use of proportions and the use of unit rates. *Supporting Standard*
- (7.5) The student applies mathematical process standards to use geometry to describe or solve problems involving proportional relationships. The student is expected to
- (A) generalize the critical attributes of similarity, including ratios within and between similar shapes; *Supporting Standard*
  - (B) describe  $\pi$  as the ratio of the circumference of a circle to its diameter; and *Supporting Standard*
  - (C) solve mathematical and real-world problems involving similar shape and scale drawings. *Readiness Standard*
- (7.9) The student applies mathematical process standards to solve geometric problems. The student is expected to
- (A) solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids; *Readiness Standard*
  - (B) determine the circumference and area of circles; *Readiness Standard*
  - (C) determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles; and *Readiness Standard*
  - (D) 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. *Supporting Standard*

(7.11)





- (D) 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; *Supporting Standard*
- (E) calculate and compare simple interest and compound interest earnings; and *Supporting Standard*
- (F) analyze and compare monetary incentives, including sales, rebates, and coupons. *Supporting Standard*