

Correlations to Texas Essential Knowledge and Skills (TEKS)					
Chapter	Chapter 111. Mathematics				
Subchapter	Subchapter B. Middle School				
Course	§111.23. Mathematics, Grade 7.				
Publisher	Prentice Hall				
Program Title	Prentice Hall Mathematics: Course 2 (Texas Edition)				
ISBN	0131340182				
TEKS (Texas Essential Knowledge and Skills)	Student Expectation	Breakout	Component ISBN/ID	Page(s)	Specific location on page/display/screen (paragraph, column, animation, etc.)
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order integers and positive rational numbers;	01. compare integers	0131340182	32, 33–34, 115	Example 3, exercises 32–39/51, exercise 1
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order integers and positive rational numbers;	02. order integers	0131340182	32, 33–34, 47, 208, 248	Example 4, exercises 40–44/46–48, exercise 40, exercises 39–41, exercises 42–44
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order integers and positive rational numbers;	03. compare positive rational numbers;	0131340182	86, 87–88, 89–90, 278, 116	Activity Lab 2-4a, exposition and Example 1, exercises 6–17/29–39/ 41, Activity Lab 6-2a, exercises 2–3
01. Number, operation, and quantitative reasoning. The student is expected to:	A. compare and order integers and positive rational numbers;	04. order positive rational numbers;	0131340182	88, 89–90, 98, 99–100, 101	Example 2, exercises 18–27, Examples 4–5, exercises 7/24–28/ 39, Activity Lab 2-6b exercise 2
01. Number, operation, and quantitative reasoning. The student is expected to:	B. convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator; and	01. convert between fractions, decimals, whole numbers, and percents mentally	0131340182 0131340093	291, 286, 274–275 278	Example 2, exercise 5, Examples 1 and 3 TE Margin: Teaching Tip
01. Number, operation, and quantitative reasoning. The student is expected to:	B. convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator; and	02. convert between fractions, decimals, whole numbers, and percents on paper	0131340182	96–97, 275, 279–281, 284	Examples 1–3, Example 4, Examples 1–2/ 4–5, Examples 1 and 2
01. Number, operation, and quantitative reasoning. The student is expected to:	B. convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator; and	03. convert between fractions, decimals, whole numbers, and percents with a calculator	0131340182	285, 280, 97–98, 100, 95	Examples 3 and 4, Example 3, Examples 2/ 4/ 5, exercise 39, Activity question 3
01. Number, operation, and quantitative reasoning. The student is expected to:	C. represent squares and square roots using geometric models.	01. represent squares using geometric models.	0131340182 0131340093	69, 70–71, 400, 403 401	Example 2, exercises 15–22/40, TAKS Tip and exposition below Example 1, exercises 41–44 TE Margin: Guided Instruction for Example 1

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01. Number, operation, and quantitative reasoning. The student is expected to:	C. represent squares and square roots using geometric models.	02. represent square roots using geometric models.	0131340182 0131340093	400, 403, 432 401	TAKS Tip and exposition below Example 1, exercise 47, exercise 6 TE Margin: Guided Instruction for Example 1
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	01. represent multiplication situations involving fractions with models, including concrete objects	0131340182 0131340093	135, 138 135	Activity Lab 3-4a, exercises 7-14 TE Margin: Alternative Method under Guided Instruction
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	02. represent multiplication situations involving fractions with models, including pictures	0131340182	135, 136, 138, 164, 172	Activity Lab 3-4a exercises 1-3, TAKS Tip with Example 1, exercises 4/ 7-14, exercise 4, exercise 41
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	03. represent multiplication situations involving fractions with models, including words	0131340182	137, 152, 146, 192, 138	Example 2, Activity Lab 3-6b, Guided Problem Solving Example, Guided Problem Solving Example, exercise 6
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	04. represent multiplication situations involving fractions with models, including numbers	0131340182	135, 137-139, 152	Activity Lab 3-4a, Lesson 3-4, Activity Lab 3-6b

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02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	05. represent multiplication situations involving decimals with models, including concrete objects	0131340182	13	Activity Lab 1-3a
			0131340093	13, 17	TE Margin: Alternative Method under Guided Instruction, Exercises note
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	06. represent multiplication situations involving decimals with models, including pictures	0131340182	16, 17, 64, 116	exercise 2, exercise 42, exercise 6, exercise 4
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	07. represent multiplication situations involving decimals with models, including words	0131340182	175, 187, 201	Example 3, Example 2, Example 3
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	08. represent multiplication situations involving decimals with models, including numbers	0131340182	14–17, 175, 187, 201	Lesson 1-3, Example 3, Example 2, Example 3
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	09. represent division situations involving fractions with models, including concrete objects	0131340182	140, 141, 143	Activity Lab 3-5a, ruler, exercise 1
			0131340093	140, 142	TE Margin: Alternative Method, Example 2 under Guided Instruction
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	10. represent division situations involving fractions with models, including pictures	0131340182	140, 145, 193, 141, 143	Activity Lab 3-5a, exercise 49, exercise 3, ruler, exercise 1

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02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	11. represent division situations involving fractions with models, including words	0131340182	140, 142–143, 192, 193	Activity Lab 3-5a, Examples 2–3 and More Than One Way, Guided Problem Solving Example, exercise 3
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	12. represent division situations involving fractions with models, including numbers	0131340182	141–145, 140, 192	Lesson 3-5, Activity Lab 3-5a, Guided Problem Solving Example
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	13. represent division situations involving decimals with models, including concrete objects	0131340182 0131340093	19 19, 23	Activity Lab 1-4a TE Margin: Alternative Method, Exercises note
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	14. represent division situations involving decimals with models, including pictures	0131340182	19, 20, 24, 186, 64	Activity Lab 1-4a, diagram above Example 1, diagram, diagram, exercise 7
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	15. represent division situations involving decimals with models, including words	0131340182	21, 22–23, 24	Example 2, exercises 22–26/33–34/ 37/ 40, Guided Problem Solving Example
02. Number, operation, and quantitative reasoning. The student is expected to:	A. represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;	16. represent division situations involving decimals with models, including numbers;	0131340182	20–23, 24, 5	Lesson 1-4, Guided Problem Solving Example, Example 3

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02. Number, operation, and quantitative reasoning. The student is expected to:	B. use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	01. use addition to solve problems involving fractions	0131340182	120, 130, 132–133, 128–129, 125	Example 1, Example 1, exercises 13/ 23/ 29–30, exercises 35/ 42/ 45/ 47, exercise 7
02. Number, operation, and quantitative reasoning. The student is expected to:	B. use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	02. use subtraction to solve problems involving fractions	0131340182	121, 127, 131	Example 2, Example 3, Example 3
02. Number, operation, and quantitative reasoning. The student is expected to:	B. use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	03. use multiplication to solve problems involving fractions	0131340182	137, 146–147, 149, 152	Example 2, Guided Problem Solving, Example 3, Activity Lab 3-6b
02. Number, operation, and quantitative reasoning. The student is expected to:	B. use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	04. use division to solve problems involving fractions	0131340182	140, 142–143, 225	Example, Examples 2–3 and More Than One Way, exercise 15
02. Number, operation, and quantitative reasoning. The student is expected to:	B. use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	05. use addition to solve problems involving decimals	0131340182	8, 175, 196	Example 1, Example 3, Example 4
02. Number, operation, and quantitative reasoning. The student is expected to:	B. use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	06. use subtraction to solve problems involving decimals	0131340182	4, 10–11, 59, 333	Example 1, exercises 17/ 33/ 37/ 40/ 42, Example 2 and exercise 1, exercises 15–17
02. Number, operation, and quantitative reasoning. The student is expected to:	B. use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	07. use multiplication to solve problems involving decimals	0131340182	14, 27–28, 188	Example 1, Examples 2–3 and More Than One Way, Example 3

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02. Number, operation, and quantitative reasoning. The student is expected to:	B. use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;	08. use division to solve problems involving decimals	0131340182	21, 187, 201, 24, 34	Example 2, Example 2, Example 3, Guided Problem Solving Example, exercise 52
02. Number, operation, and quantitative reasoning. The student is expected to:	C. use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms;	01. use models, such as concrete objects, pictorial models, and number lines, to add integers and connect the actions to algorithms	0131340182 0131340093	36, 37, 38–39, 41–42 42	first activity, exercises 1–6/ 13, Key Concepts box and Example 1, exercises 7–12/ 28–29/ 39 TE Margin: Alternative Assessment
02. Number, operation, and quantitative reasoning. The student is expected to:	C. use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms;	02. use models, such as concrete objects, pictorial models, and number lines, to subtract integers and connect the actions to algorithms	0131340182 0131340093	37, 39, 40, 41 42	second activity and exercises 7–12, number lines at bottom of page, Key Concepts box and Examples 3–5, exercises 19–24 TE Margin: Alternative Assessment
02. Number, operation, and quantitative reasoning. The student is expected to:	C. use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms;	03. use models, such as concrete objects, pictorial models, and number lines, to multiply integers and connect the actions to algorithms	0131340182 0131340093	43, 44–45, 47, 327 43	Activity Lab 1-8a, number lines and Key Concepts box at top of page 45, exercise 39, exercise 33 TE Margin: Guided Instruction
02. Number, operation, and quantitative reasoning. The student is expected to:	C. use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms;	04. use models, such as concrete objects, pictorial models, and number lines, to divide integers and connect the actions to algorithms	0131340182 0131340093	199, 232 45	Example, model above Example 1 TE Margin: Alternative Method

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02. Number, operation, and quantitative reasoning. The student is expected to:	D. use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio;	01. use division to find unit rates in proportional relationships such as speed, density, price, recipes, and student-teacher ratio	0131340182	232–233, 234–235, 244, 247–248, 357	Examples 1 and 3, exercises 2–4/ 6–9/ 14–27/ 30, Example 1, exercises 6–10/ 40, exercise 21
02. Number, operation, and quantitative reasoning. The student is expected to:	D. use division to find unit rates and ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio;	02. use division to find ratios in proportional relationships such as speed, density, price, recipes, and student-teacher ratio	0131340182	228–229, 238, 243, 246–248, 249–250	Examples 1 and 3, Example 1, Activity Lab 5-4a, More Than One Way and exercises 26–28/ 30/ 35–37, Guided Problem Solving Example and exercises 3–4/ 6
02. Number, operation, and quantitative reasoning. The student is expected to:	E. simplify numerical expressions involving order of operations and exponents;	01. simplify numerical expressions involving order of operations	0131340182	48–49, 50–51, 72, 172, 271	Examples 1 and 2, exercises 4–5/ 8–16/ 21–29/ 31–32/ 35, Activity Lab 2-1b, exercises 42–44, exercise 10
02. Number, operation, and quantitative reasoning. The student is expected to:	E. simplify numerical expressions involving order of operations and exponents;	02. simplify numerical expressions involving exponents	0131340182	69, 70–71, 90, 157, 204	Example 3, exercises 3–5/ 24–29/ 42, exercises 44–46, exercise 39, exercise 45
02. Number, operation, and quantitative reasoning. The student is expected to:	F. select and use appropriate operations to solve problems and justify the selections; and	>>>>>	0131340182	24–25, 40, 49, 137, 142–143	Guided Problem Solving, Example 5, Example 2, Example 2, Examples 2–3 and More Than One Way
02. Number, operation, and quantitative reasoning. The student is expected to:	G. determine the reasonableness of a solution to a problem.	>>>>>	0131340182	14, 27, 130–131, 232, 225	Example 1, Example 3, Examples 1–3, Example 2, exercises 10–11
03. Patterns, relationships, and algebraic thinking. The student is expected to:	A. estimate and find solutions to application problems involving percent; and	>>>>>	0131340182	304–307, 310–314, 291, 295, 298–299	Lesson 6-7, Lesson 6-8, Example 3, Example 3, Examples 1–3

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03. Patterns, relationships, and algebraic thinking. The student is expected to:	B. estimate and find solutions to application problems involving proportional relationships such as similarity, scaling, unit costs, and related measurement units.	>>>>>	0131340182	148–151, 232–235, 252–255, 259–263, 264	Lesson 3-6, Lesson 5-2, Lesson 5-5, Lesson 5-6, Activity Lab 5-6b
04. Patterns, relationships, and algebraic thinking. The student is expected to:	A. generate formulas involving unit conversions, perimeter, area, circumference, volume, and scaling;	01. generate formulas involving unit conversions	0131340182	27–28, 148–149, 236, 327	Examples 2–3 and More Than One Way, Examples 1–3, Extension, exercise 34
04. Patterns, relationships, and algebraic thinking. The student is expected to:	A. generate formulas involving unit conversions, perimeter, area, circumference, volume, and scaling;	02. generate formulas involving perimeter	0131340182	472, 381, 384, 397, 620	Example 1, Example 2, Example 1, exercise 30, exercise 15
04. Patterns, relationships, and algebraic thinking. The student is expected to:	A. generate formulas involving unit conversions, perimeter, area, circumference, volume, and scaling;	03. generate formulas involving area	0131340182	379, 380, 385, 388, 451	Activity Lab 8-2a, diagram in middle of page, top of page, bottom of page, Activity Lab 9-4a
04. Patterns, relationships, and algebraic thinking. The student is expected to:	A. generate formulas involving unit conversions, perimeter, area, circumference, volume, and scaling;	04. generate formulas involving circumference	0131340182	393, 394, 403, 482, 623	Activity Lab 8-5a, diagram of coins and exposition below, exercise 48, exercise 7, exercise 45
04. Patterns, relationships, and algebraic thinking. The student is expected to:	A. generate formulas involving unit conversions, perimeter, area, circumference, volume, and scaling;	05. generate formulas involving volume	0131340182	421, 426	exposition and top of page 422, Activity Lab 8-10b
			0131340093	419, 422	TE Margin: Teaching Tip, Teaching Tips
04. Patterns, relationships, and algebraic thinking. The student is expected to:	A. generate formulas involving unit conversions, perimeter, area, circumference, volume, and scaling;	06. generate formulas involving scaling	0131340182	253, 259–261, 251	Examples 1–2, Examples 1–2/4, Activity Lab 5-5a
04. Patterns, relationships, and algebraic thinking. The student is expected to:	B. graph data to demonstrate relationships in familiar concepts such as conversions, perimeter, area, circumference, volume, and scaling; and	>>>>>	0131340182	437, 456–457, 495, 505, 462	Example 1, Examples 1 and 2, Activity Lab 10-2b, More Than One Way, Example 3

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04. Patterns, relationships, and algebraic thinking. The student is expected to:	C. use words and symbols to describe the relationship between the terms in an arithmetic sequence (with a constant rate of change) and their positions in the sequence.	>>>>>	0131340182	442, 446–449, 441, 475, 528	Example 1, Lesson 9-3, Activity, exercise 32, exercises 7–8
05. Patterns, relationships, and algebraic thinking. The student is expected to:	A. use concrete and pictorial models to solve equations and use symbols to record the actions; and	>>>>>	0131340182	178, 179, 180–181, 195–196, 199	Activity Lab 4-2b, Activity lab 4-3a, balance scale and Example 1, diagram through Example 4, Activity Lab 4-6a
05. Patterns, relationships, and algebraic thinking. The student is expected to:	B. formulate problem situations when given a simple equation and formulate an equation when given a problem situation.	01. formulate problem situations when given a simple equation	0131340182	182, 183–184, 172, 176, 197	Example 3, exercises 18–21/ 41, exercise 36, exercise 26, exercise 31
05. Patterns, relationships, and algebraic thinking. The student is expected to:	B. formulate problem situations when given a simple equation and formulate an equation when given a problem situation.	02. formulate an equation when given a problem situation	0131340182	175, 181, 187, 196, 201	Example 3, Example 2, Example 2, Example 4, Example 3
06. Geometry and spatial reasoning. The student is expected to:	A. use angle measurements to classify pairs of angles as complementary or supplementary;	>>>>>	0131340182	331–332, 333–334, 349, 529, 602	Examples 2–3 and More Than One Way, exercises 3–5/ 9–24/ 28/ 30/ 33, exercise 24, exercise 15, exercise 33
06. Geometry and spatial reasoning. The student is expected to:	B. use properties to classify triangles and quadrilaterals;	01. use properties to classify triangles	0131340182	336–337, 338–339, 353, 575	Examples 1 and 2, exercises 3–11/ 15–18/ 20/ 24, exercise 32, exercises 1–2
06. Geometry and spatial reasoning. The student is expected to:	B. use properties to classify triangles and quadrilaterals;	02. use properties to classify quadrilaterals	0131340182	341–342, 342–344, 370, 455, 576	exposition at bottom of page 341 and Example 2, exercises 3–5/ 9–10/ 14–15/ 26, exercise 4, exercise 30, exercise 3

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06. Geometry and spatial reasoning. The student is expected to:	C. use properties to classify three-dimensional figures, including pyramids, cones, prisms, and cylinders; and	01. use properties to classify three-dimensional figures, including pyramids	0131340182	410, 412–413, 433, 564, 623	exposition at lower right, exercises 9/ 11/ 16/ 20–22, exercise 8, exercise 22, exercise 43
06. Geometry and spatial reasoning. The student is expected to:	C. use properties to classify three-dimensional figures, including pyramids, cones, prisms, and cylinders; and	02. use properties to classify three-dimensional figures, including cones	0131340182	411, 412–413, 420	exposition at upper left and Quick Check 1, exercises 7/ 10/ 19, Checkpoint Quiz 2 exercise 7
06. Geometry and spatial reasoning. The student is expected to:	C. use properties to classify three-dimensional figures, including pyramids, cones, prisms, and cylinders; and	03. use properties to classify three-dimensional figures, including prisms	0131340182	410, 411, 412–413, 420	exposition below hexagonal prism, Quick Check 1, exercises 3–5/ 15/ 17/ 24/ 28, Checkpoint Quiz 2 exercise 8
06. Geometry and spatial reasoning. The student is expected to:	C. use properties to classify three-dimensional figures, including pyramids, cones, prisms, and cylinders; and	04. use properties to classify three-dimensional figures, including cylinders	0131340182	410, 411, 412, 619	exposition at lower left, Example 1, exercises 1/ 6, exercise 4
06. Geometry and spatial reasoning. The student is expected to:	D. use critical attributes to define similarity.	>>>>>	0131340182	251, 252–255, 256, 263, 483	Activity Lab 5-5a, exposition and Key Concepts box, Activity Lab 5-5b, exercises 28/ 30, exercises 11–13
07. Geometry and spatial reasoning. The student is expected to:	A. locate and name points on a coordinate plane using ordered pairs of integers; and	>>>>>	0131340182	486–489, 490, 501, 556, 620	Lesson 10-1, Activity Lab 10-1b, exercise 23, exercises 25–29, exercise 12
07. Geometry and spatial reasoning. The student is expected to:	B. graph reflections across the horizontal or vertical axis and graph translations on a coordinate plane.	01. graph reflections across the horizontal or vertical axis	0131340182	515, 516–517, 528, 525, 526	Examples 2 and 3, exercises 10–17/ 25/ 30, exercise 3, exercise 22, exercise 27
07. Geometry and spatial reasoning. The student is expected to:	B. graph reflections across the horizontal or vertical axis and graph translations on a coordinate plane.	02. graph translations on a coordinate plane	0131340182	510–511, 512–513, 523, 527, 525	Examples 1 and 2, exercises 5–14/ 18–21/ 28, Example, exercises 1–2, exercises 19–21

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08. Geometry and spatial reasoning. The student is expected to:	A. sketch three-dimensional figures when given the top, side, and front views;	>>>>>	0131340182	409, 431, 613, 621	Activity Lab 8-8a, TAKS Tip, exercise 33, exercise 21
08. Geometry and spatial reasoning. The student is expected to:	B. make a net (two-dimensional model) of the surface area of a three-dimensional figure; and	>>>>>	0131340182	414–418, 576, 420, 429, 430	Lesson 8-9, exercises 4–6, exercises 9–10, exercises 19–21, exercises 31–32
08. Geometry and spatial reasoning. The student is expected to:	C. use geometric concepts and properties to solve problems in fields such as art and architecture.	>>>>>	0131340182	381, 389–390, 405–406, 416, 422	Example 2, Example 2 and More Than One Way, Examples 1 and 3, Example 3, Example 1
09. Measurement. The student is expected to:	A. estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes;	01. estimate measurements and solve application problems involving length (including perimeter and circumference)	0131340182	376, 381, 384, 396–397, 490	Example 4, Example 2, Example 1, exercises 19/ 25/ 30, Example 1
09. Measurement. The student is expected to:	A. estimate measurements and solve application problems involving length (including perimeter and circumference) and area of polygons and other shapes;	02. estimate measurements and solve application problems involving area of polygons and other shapes	0131340182	375, 381, 389–390, 395, 398–399	Example 3, Example 2, Example 2 and More Than One Way, Example 2, Guided Problem Solving
09. Measurement. The student is expected to:	B. connect models for volume of prisms (triangular and rectangular) and cylinders to formulas of prisms (triangular and rectangular) and cylinders; and	01. connect models for volume of prisms (triangular and rectangular) to formulas of prisms (triangular and rectangular)	0131340182	421–422, 426	exposition on bottom half of page Key concepts boxes on page 422, Activity Lab 8-10b
			0131340093	419, 422	TE Margin: Teaching Tip, first Teaching Tip
09. Measurement. The student is expected to:	B. connect models for volume of prisms (triangular and rectangular) and cylinders to formulas of prisms (triangular and rectangular) and cylinders; and	02. connect models for volume of cylinders to formulas of cylinders	0131340182	423, 426	exposition and Example 3, exercise 2
			0131340093	422	TE Margin: Teaching Tips

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09. Measurement. The student is expected to:	C. estimate measurements and solve application problems involving volume of prisms (rectangular and triangular) and cylinders.	01. estimate measurements and solve application problems involving volume of prisms (rectangular and triangular)	0131340182	422, 433, 440, 577, 623	Example 1, exercise 13, exercise 21, exercise 11, exercises 42/ 44/ 48
09. Measurement. The student is expected to:	C. estimate measurements and solve application problems involving volume of prisms (rectangular and triangular) and cylinders.	02. estimate measurements and solve application problems involving volume of cylinders	0131340182	423, 424–425, 577	Example 3, exercises 11–14/ 21/ 23–24, exercise 12
10. Probability and statistics. The student is expected to:	A. construct sample spaces for simple or composite experiments; and	>>>>>	0131340182	591–592, 593–595, 597, 600, 623	Examples 1 and 2, exercises 2/ 10–14/ 17/ 25, Activity Lab 12-4a exercise 1, More Than One Way, exercise 41
10. Probability and statistics. The student is expected to:	B. find the probability of independent events.	>>>>>	0131340182	598, 600–602, 591–592	Example 1, More Than One Way and exercises 2/ 5–10/ 27–28/ 31, Examples 1 and 2
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	01. select an appropriate representation for presenting and displaying relationships among collected data, including line plot, and justify the selection	0131340182	534, 536, 548	More Than One Way, exercise 17, exercise 6
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	02. use an appropriate representation for presenting and displaying relationships among collected data, including line plot, and justify the selection	0131340182	533–534, 534–536, 558, 572, 605	Example 2 and More Than One Way, exercises 1/ 6–8/ 17/ 19, Guided Problem Solving Example, exercise 6, exercise 7

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11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	03. select an appropriate representation for presenting and displaying relationships among collected data, including line graph, and justify the selection	0131340182	541–542, 543, 548	exercises 23/ 25, exercise 6, exercise 4
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	04. use an appropriate representation for presenting and displaying relationships among collected data, including line graph, and justify the selection	0131340182	557, 561, 562–564	Activity Lab 11-5b, Quick Check 2, exercises 6/ 12/ 16
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	05. select an appropriate representation for presenting and displaying relationships among collected data, including bar graph, and justify the selection	0131340182	534, 535–536, 541, 543, 548	More Than One Way, exercises 11/ 17, exercise 24, exercise 9, Example and exercise 3
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	06. use an appropriate representation for presenting and displaying relationships among collected data, including line graph, bar graph, and justify the selection	0131340182	533–534, 534–536, 560, 562–564, 572	Example 3 and More Than One Way, exercises 2/ 9–11/ 17, Example 1, exercises 4–5/ 7, exercise 7

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11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	07. select an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plot, and justify the selection	0131340182	547, 548, 576	exercise 15, exercise 5, exercise 7
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	08. use an appropriate representation for presenting and displaying relationships among collected data, including stem and leaf plot, and justify the selection	0131340182	544–545, 546–547, 573, 574	Examples 1–3, exercises 5–7/16, exercise 13, exercise 4
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	09. select an appropriate representation for presenting and displaying relationships among collected data, including circle graph, and justify the selection	0131340182	355, 357, 548, 576	Example 2, exercise 18, exercise 2, exercise 7
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	10. use an appropriate representation for presenting and displaying relationships among collected data, including circle graph, and justify the selection	0131340182	355, 356–357, 358, 360	Example 2, exercises 10–12/17, Activity Lab 7-7b, Checkpoint Quiz 2 exercise 2, exercise 5

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11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	11. select an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, and justify the selection	0131340182	537, 548, 553	Activity Lab 11-1b, exercise 1, exercise 23
11. Probability and statistics. The student is expected to:	A. select and use an appropriate representation for presenting and displaying relationships among collected data, including line plot, line graph, bar graph, stem and leaf plot, circle graph, and Venn diagrams, and justify the selection; and	12. use an appropriate representation for presenting and displaying relationships among collected data, including Venn diagrams, and justify the selection	0131340182	537, 548, 553	Activity Lab 11-1b, exercise 1, exercise 23
11. Probability and statistics. The student is expected to:	B. make inferences and convincing arguments based on an analysis of given or collected data.	>>>>>	0131340182	538–542, 545, 554, 566	Lesson 11-2, Examples 2 and 3, Example 1, Activity Lab 11-7a
12. Probability and statistics. The student is expected to:	A. describe a set of data using mean, median, mode, and range; and	01. describe a set of data using mean	0131340182	53, 55–57, 116, 546–547, 558	Example 1, exercises 2/ 6–12/ 24–28/, exercise 9, exercises 14/ 18, Guided Problem Solving Example
12. Probability and statistics. The student is expected to:	A. describe a set of data using mean, median, mode, and range; and	02. describe a set of data using median	0131340182	54, 55–57, 115–116, 545, 546–547	Example 2, exercises 3/ 6–7/ 13–16/ 26/ 28–31/ 34, TAKS Tip and exercise 10, Example 3, exercises 11/ 14/ 18
12. Probability and statistics. The student is expected to:	A. describe a set of data using mean, median, mode, and range; and	03. describe a set of data using mode	0131340182	54, 55–57, 190, 546–547, 571	Example 3, exercises 6–7/ 17–19/ 26/ 28–29/ 31/ 34, exercise 53, exercises 12/ 18, Example

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12. Probability and statistics. The student is expected to:	A. describe a set of data using mean, median, mode, and range; and	04. describe a set of data using range	0131340182	55, 55–57, 116, 546	Example 4, exercises 6–7/ 20–23/ 28, exercise 8, exercise 13
12. Probability and statistics. The student is expected to:	B. choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.	01. choose among mean, median, mode, or range to describe a set of data	0131340182	561, 563–564, 558–559, 55, 57	Example 3, exercises 8/ 10/ 18, Guided Problem Solving Example and exercise 6, exercise 5, exercise 28
12. Probability and statistics. The student is expected to:	B. choose among mean, median, mode, or range to describe a set of data and justify the choice for a particular situation.	02. choose among mean, median, mode, or range and justify the choice for a particular situation.	0131340182	561, 563–564, 558–559, 55, 57	Example 3, exercises 8/ 10/ 18, guided Problem Solving Example and exercise 6, exercise 5, exercise 28
13. Underlying processes and mathematical tools. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	01. identify and apply mathematics to everyday experiences	0131340182	304–307, 310–314, 232–235, 187, 514	Lesson 6-7, Lesson 6-8, Lesson 5-2, Example 2, Example 1
13. Underlying processes and mathematical tools. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	02. identify and apply mathematics to activities in and outside of school	0131340182	461–464, 130–131, 201–202, 592–593, 80–81	Lesson 9-6, Examples 1 and 3, Example 3 and More Than One Way, Examples 2 and 3, Guided Problem Solving
13. Underlying processes and mathematical tools. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	03. identify and apply mathematics with other disciplines	0131340182	260, 355, 457, 375, 389	Example 2, Example 2, Example 2, Example 3, Example 2
13. Underlying processes and mathematical tools. The student is expected to:	A. identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;	04. identify and apply mathematics with other mathematical topics	0131340182	252–255, 331–332, 472, 505, 554	Lesson 5-5, Examples 2–3 and More Than One Way, Example 1, More Than One Way, Example 1

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13. Underlying processes and mathematical tools. The student is expected to:	B. use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	>>>>>	0131340182	xlviii–lvii, 249, 359, 70, 128	Problem Solving Handbook, Guided Problem Solving Example, Guided Problem Solving Example, exercise 30, exercise 35
13. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	01. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture	0131340182	1, 253, 365, 24–25, 80	Problem Solving Handbook, Example 2, TAKS Strategies, Guided Problem Solving Example and exercises 4–5, Guided Problem Solving Example
13. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	02. select or develop an appropriate problem-solving strategy from a variety of different types, including looking for a pattern	0131340182	li, 441, 442–445, 446–447, 466–467	Problem Solving Handbook, Activity Lab 9-2a, Lesson 9-2, Examples 1 and 3, Guided Problem Solving Example and exercise 4
13. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	03. select or develop an appropriate problem-solving strategy from a variety of different types, including systematic guessing and checking	0131340182	lii, 217, 338, 402, 465	Problem Solving Handbook, exercise 31, exercise 15, exercise 30, Math Games

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13. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	04. select or develop an appropriate problem-solving strategy from a variety of different types, including acting it out	0131340182 0131340093	liii, 587, 590, 516 587	Problem Solving Handbook, Example 3, Activity Lab 12-2b, exercise 19 TE Margin: Guided Instruction for Example 3
13. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	05. select or develop an appropriate problem-solving strategy from a variety of different types, including making a table	0131340182	liv, 376, 447, 457, 491–492	Problem Solving Handbook, Example 4 and TAKS Tips, Example 3, Example 2, Examples 1 and 3
13. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	06. select or develop an appropriate problem-solving strategy from a variety of different types, including working a simpler problem	0131340182 0131340093	lv, 390, 391–392 449, 467	Problem Solving Handbook, More Than One Way, exercises 9–11/ 18–19 TE Margin: Alternative Method, Teaching Tip

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13. Underlying processes and mathematical tools. The student is expected to:	C. select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and	07. select or develop an appropriate problem-solving strategy from a variety of different types, including working backwards to solve a problem	0131340182	lvi, 315, 473	Problem Solving Handbook, TAKS Strategies, More Than One Way
13. Underlying processes and mathematical tools. The student is expected to:	D. select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.	>>>>>	0131340182	4-7, 195, 199, 256, 291	Lesson 1-1, Example 3, Activity Lab 4-6a, Activity Lab 5-5b, Example 2
14. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	01. communicate mathematical ideas using language	0131340182	124, 169, 257, 340-342	Vocabulary Builder, table, Vocabulary Builder, exposition at bottom of page 340 through Example 2
14. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	02. communicate mathematical ideas using efficient tools	0131340182	251, 260, 329, 355, 427	Activity Lab 5-5a, Example 2, Activity Lab 7-2a, Example 2, TAKS Strategies
14. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	03. communicate mathematical ideas using appropriate units	0131340182	153, 148-151, 374-378, 158, 26	Activity Lab 3-7a, Lesson 3-6, Lesson 8-1, Activity Lab 3-7b, Example 1

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14. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	04. communicate mathematical ideas using graphical models	0131340182	31–32, 178, 274–275, 456–457, 401	Examples 1–4, Activity Lab 4-2b, Examples 1–3, Examples 1 and 2, diagram
14. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	05. communicate mathematical ideas using numerical models	0131340182	40, 49, 446, 24–25	Example 5, Example 4, Example 1, Guided Problem Solving
14. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	06. communicate mathematical ideas using physical models	0131340182	135, 179, 379, 426	Activity Lab 3-4a, Activity Lab 4-3a, Activity Lab 8-2a, Activity Lab 8-10b
14. Underlying processes and mathematical tools. The student is expected to:	A. communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and	07. communicate mathematical ideas using algebraic mathematical models	0131340182	175, 253, 298–299, 457	Example 3, Examples 1 and 2, Examples 1 and 2, Example 2
14. Underlying processes and mathematical tools. The student is expected to:	B. evaluate the effectiveness of different representations to communicate ideas.	>>>>>	0131340182 0131340093	548, 543 457, 548	Activity Lab 11-3b, exercises 6/9 TE Margin: Example 2, Exercises note
15. Underlying processes and mathematical tools. The student is expected to:	A. make conjectures from patterns or sets of examples and nonexamples; and	01. make conjectures from patterns or sets of examples	0131340182	443–445, 446–447, 466, 251, 335	Lesson 9-2, Examples 1 and 3, Guided Problem Solving Example, exercise 4, step 7

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15. Underlying processes and mathematical tools. The student is expected to:	A. make conjectures from patterns or sets of examples and nonexamples; and	02. make conjectures from patterns or sets of nonexamples	0131340182	443, 446–447, 466, 251, 335	Example 3, Examples 1 and 3, Guided Problem Solving Example, exercise 4, exercise 7
15. Underlying processes and mathematical tools. The student is expected to:	B. validate his/her conclusions using mathematical properties and relationships.	>>>>>	0131340182	336–337, 341–342, 393, 419, 52	Examples 1 and 2, Examples 1 and 2, Activity Lab 8-5a, Extension, Activity Lab 1-9b