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Topics & Standards **Quarter 1**	**Mathematical Practices Handbook** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. **Unit 1: Ratio and Proportional Relationships** **CH 1: "How can you show that two objects are proportional?"** **Ratios and Proportions** ● **7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *(For example, if a person walks ½ mile in each ¼ hour, compute the unit rate as the complex fraction ½ / ¼ miles per hour, equivalently 2 miles per hour.)* ● **7.RP.2** Recognize and represent proportional relationships between quantities. a. 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. b. Identify constant of proportionality(unit rate) in tables, graphs, equations, diagrams,& verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation. ● **7.RP.3** Use proportional relationships to solve multi-step rational and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. **Number Systems** ● **7.NS.3** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions. **CH 2: "How can percent help you understand situations involving money?** **Ratio and Proportions** ● **7.RP.2** Recognize and represent proportional relationships between quantities. c. Represent proportional relationships by equations. ● **7.RP.3** Use proportional relationships to solve multi-step rational and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. **Expressions and Equations**

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- **7.EE.2** Use properties of operations to generate equivalent expressions.
- **7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

SPIRAL REVIEW

- **Aleks Software:**
  - Tier 1 and 2 students should be accessing Aleks at least 2 hours or 10 topics per week. Tier 3 students should be accessing Aleks at least 3 hours or 15 topics per week. This allows students to spiral content throughout the year.

MAJOR **SUPPORTING** **ADDITIONAL**

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Assessment (Evidence)	*Resources (Curriculum & Textbook)*	*Key Concept tools & practices for Differentiation*
Formative & Summative Assessments ● 4-7 tasks that reach DOK 3-4 ● At least (1) GRASPS per quarter & ● Illuminate weekly **MGraw-Hill Glencoe Assessment Resources (Formative, Pre/Post, and Summative):** ● Quick Checks ● Spiral Reviews ● Chapter Quizzes and Tests & Mid-chapter Review ● Aleks Software- *Tier 1 and 2 students should be accessing Aleks at least 2 hours or 10 topics per week. Tier 3 students should be accessing Aleks at least 3 hours or 15 topics per week.	**McGraw-Hill Glencoe, Course 2** **Mathematical Practices (1 week)** ● 6th Grade Review: Long Division, Plotting points on a Coordinate plane **CHAPTER 1: Ratio and Proportional Reasoning** **Lessons 1-9 (4 weeks)** **Inquiry labs and projects** ● Unit Rate ● P.S.I: The 4-step plan ● Proportional/Non-proportional Relationships ● Rate of Change ● 21st Century: Engineering **CHAPTER 2 Percent - Lessons 1-8 (4 weeks)** **Inquiry labs and projects** ● Percent ● Percent of Change ● P.S.I: Reasonable/Unreasonable Answers ● Compound Interest ● 21st Century: Video Game Design ● Unit: Travel Expert	Meaning Making *Resources* Embedded within each Lesson: ● Bell work/lesson openers/notebook add-ins ● worked examples ● pre-written student methods ● error analysis ● sorting activities/flash cards/unit rate ● Gizmos introduction ● Number sense (multiplication, division, fractional, part to whole) ● Discuss to Understand ● Think for Yourself ● Work with Your Partner OH.Math.7.RP.1(**Gizmos)** Beam to Moon (Ratios and Proportions) Household Energy Usage Road Trip (Problem Solving) Unit Conversions Direct and Inverse Variation Estimating Population Size

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		*Financial Literacy should be incorporated after CH 2 www.NEA.org (Resources for teaching Financial Literacy) www.practicalmoneyskills.com www.aeseducation.com	Geometric Probability Part-to-part and Part-to-whole Ratios Percents and Proportions Proportions and Common Multipliers
Topic & Standard **Quarter 2**	**Unit 2 The Number System** **CH 3: "What happens when you add, subtract, multiply, and divide integers?"** **Number Systems** ● **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. a. Describe situations in which opposite quantities combine to make 0. b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. 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. d. Apply properties of operations as strategies to add and subtract rational numbers. ● **7.NS.2** Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rationalnumbers. a. 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. b. 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. c. Apply properties of operations as strategies to multiply and divide rational numbers. ● **7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions. **Expressions and Equations** ● **7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. **CH 4: "What happens when you add, divide, multiply, and subtract fractions?"**		

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Number Systems

- **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.
    a. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
    b. 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.
    c. Apply properties of operations as strategies to add and subtract rational numbers.
- **7.NS.2** Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
    a. 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.
    b. 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.
    c. Apply properties of operations as strategies to multiply and divide rational numbers.
    d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- **7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

Ratio and Proportions

- **7.RP.3** Use proportional relationships to solve multistep ratio and percent problems.

Expressions and Equations

- **7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

<u>Unit 3 Expressions and Equations</u>

CH 5: "How can you use numbers and symbols to represent mathematical ideas?"

Expressions and Equations

- **7.EE.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- **7.EE.2** In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related.

Number System

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- **7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

SPIRAL REVIEW

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Topic & Standard

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Quarter 2

Assessment (Evidence)	*Resources (Curriculum /Textbook)*	*Concept Tools & Practices for Differentiation*
Formative & Summative Assessments ● 4-7 tasks that reach DOK 3-4 ● At least (1) GRASPS per quarter ● Illuminate weekly **McGraw-Hill Glencoe Assessment Resources (Formative, Pre/Post, and Summative):** ● Quick Checks ● Spiral Reviews ● Chapter Quizzes and Tests & Mid-chapter Review Aleks Software- *Tier 1 and 2 students should be accessing Aleks at least 2 hours or 10 topics per week. Tier 3 students should be accessing Aleks at least 3 hours or 15 topics per week.	**McGraw-Hill Glencoe, Course 2** ***CH 2 may continue into Qtr. 2** **CHAPTER 3 Integers - Lessons 1-5 (3 weeks)** **Inquiry labs and projects** ● Integers: Add, Subtract, Multiply, Division ● Absolute Value ● P.S.I: Look for a Pattern ● Properties ● 21st Century: Astronomy **CHAPTER 4 Rational Numbers - Lessons 1-8 (2-3 weeks) - 6th grade review** **Inquiry labs and projects** ● Rational numbers on a number line ● Add/Subtract on a number line ● P.S.I: Draw a Diagram ● 21st Century: Fashion ● Unit: Ocean Depths **CHAPTER 5 Expressions - Lessons 1-8 (3 weeks)** **Inquiry labs and projects** ● Sequences	OH.Math.7.NS.1a: Adding and Subtracting Integers Integers, Opposites, and Absolute Values Rational Numbers, Opposites, and Absolute Values Adding on the Number Line Improper Fractions and Mixed Numbers Simplifying Algebraic Expressions I Sums and Differences with Decimals OH.Math.7.NS.2c: Dividing Fractions Dividing Mixed Numbers Multiplying Fractions Multiplying Mixed Numbers Multiplying with Decimals Percent's, Fractions, and Decimals OH.Math.7.NS.3: Adding Fractions (Fraction Tiles) Adding and Subtracting Integers Adding on the Number Line Dividing Fractions Dividing Mixed Numbers

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		• Properties including Distributive • Factor Linear Expressions • P.S.I: Make a table • 21st Century: Animal Conservations **Additional 6th grade review:** Constant, Coefficients, Like Terms, Factors	Estimating Population Size Estimating Sums and Differences Fractions Greater than One (Fraction Tiles) Improper Fractions and Mixed Numbers Multiplying Fractions Multiplying Mixed Numbers Multiplying with Decimals

Topic & Standard	
Quarter 3	**CH 6: "What does it mean to say two quantities are equal?"** **Expressions and Equations** • **7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computations and estimation strategies. • **7.EE.4** Use variables to represent quantities in a real-world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations in 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. b. 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. **Unit 4 Geometry** **CH 7: "How does Geometry help us describe real-world objects?"** **Geometry** • **7.G.1** Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals. a. Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale. b. Represent proportional relationships within and between similar figures. • **7.G.2** Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions. a. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

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b. Focus on constructing quadrilaterals with given conditions noticing types and properties of resulting quadrilaterals and whether it is possible to construct different quadrilaterals using the same conditions.

- 7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
- 7.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.

CH 8: "How do measurements help you describe real-world objects?"
Geometry

- 7.G.4 Work with circles
  a. Explore and understand the relationships among the circumference, diameter, area, and radius of a circle.
  b. Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems.
- 7.G.6 Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Unit 5 Statistics and Probability
CH 9: "How can you predict the outcome of future events?"
Statistics and Probability

- 7.SP.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 ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- 7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that products it and observing its long-run relative frequency, and predict the approximate relative frequency give the probability.
- 7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if agreement is not good, explain possible sources of the discrepancy.
  a. Develop a uniform probability model and use it to find probabilities of events. Compare probabilities form a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
  b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
- 7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
  a. 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.
  b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event describes in everyday language (e.g., rolling double sizes), identify the outcomes in the sample space which compose the event.
  c. Design and use a simulation to generate frequencies for the compound events.

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	least 3 hours or 15 topics per week.	**CHAPTER 8 Measure Figures - Lessons 18 (2 weeks)** **Inquiry lab and projects** ● Circumference ● Area of Circles ● P.S.I: Solve simpler problems ● Volume of Pyramids ● Nets of 3-D objects ● Surface Area and Volume ● Composite Figures ● 21st Century: Landscape Architecture ● Unit: Turn Over New Leaf **CHAPTER 9 Probability - Lessons 1-7 (2 weeks)** **Inquiry lab and projects** ● Relative Frequency ● Fair/Unfair games ● Simulate Compound Events ● P.S.I: Act it Out ● Independent/Dependent Events ● 21st Century: Medicine **<u>*CH 9 may be continued into Qtr. 4</u>**	Classifying Quadrilaterals Special Parallelograms OH.Math.7.G.B: OH.Math.7.G.4: Work with circles. OH.Math.7.G.4a&b: Circumference and Area of Circles OH.Math.7.G.5: Investigating Angle Theorems Triangle Angle Sum OH.Math.7.G.6: Area of Parallelograms Area of Triangles Chocomatic (Multiplication, Arrays, and Area) Fido's Flower Bed (Perimeter and Area) Perimeter and Area of Rectangles Prisms and Cylinders Pyramids and Cones Surface and Lateral Areas of Prisms and Cylinders Theoretical and Experimental Probability OH.Math.7.SP.7b: Spin the Big Wheel! (Probability) Theoretical and Experimental Probability OH.Math.7.SP.8a: Independent and Dependent Events Theoretical and Experimental Probability Permutations and Combinations OH.Math.7.SP.8c: Independent and Dependent Events Populations and Samples

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Topic & Standard	
Quarter 4	**CH 10 "How do you know which type of graph to do when displaying data?** **Statistics and Probability** ● **7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population. a. Differentiate between a sample and a population. b. Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias ● **7.SP.2** Broaden statistical reasoning by using the GAISE model. a. Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. For example,"How do the heights of 7th graders compare to the heights of eighth graders?"(**GAISE Model, step 1)** b. Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. (**GAISE Model, step 2**) c. Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. (**GAISE Model, step 3**) d. Interpret Results: Draw logical conclusions and make generalizations from the data based on the original. **(Gaise Model, step 4)** ● **7.SP.3** Describe and analyze distributions. a. Summarize quantitative data sets in relation to their context by using mean absolute deviation(MAD), interpreting mean as a balance point. b. Informally assess the degree of visual overlap of two numerical data distributions with roughly equal variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot (line plot), the separation between the two ● **7.SP.4** ~~Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.~~ (deleted standard) **Gaise Model:** ● **Step 1: Formulate the Question** ○ Students should pose their own statistical question of interest (Level C). ○ Students are starting to form questions that allow for generalizations of a population (Level B-C). ● **Step 2: Collect Data** ○ Students should begin to use random selection or random assignment (Level B). ● **Step 3: Analyze Data** ○ Students measure variability within a single group using MAD, IQR, and/or standard deviation (Level A). ○ Students compare measures of center and spread between groups using displays and values (Level B). ○ Students describe potential sources of error (Level B). ○ Students understand and use particular properties of distributions as tools of analysis moving toward using global characteristics of distributions (Level B-C). ● **Step 4: Interpret Results**

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- Students acknowledge that looking beyond the data is feasible by interpreting differences in shape, center, & spread (Level B).
- Students determine if a sample is representative of a population and start to move towards generalization (Level B-C).
- Students note the difference between two groups with different conditions (Level B).

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			Real-Time Histogram OH.Math.7.SP.2d Box-and-Whisker Plots OH.Math.7.SP.C: OH.Math.7.SP.3: OH.Math.7.SP.3b: Box-and-Whisker Plots Describing Data Using Statistics Mean, Median, and Mode