

Fairview High School: 7th Grade Mathematics

Unit 1: Algebraic Reasoning (10 Days)	Standards	Essential Questions/Learning Targets	Assessments	Resources
	<p>CC.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.</p> <p>1d – Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>CC.7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>CC.7.EE.2 – Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i></p> <p>CC.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. <i>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</i></p>	<p>Students use the order of operations to simplify numerical expressions.</p> <p>Students identify properties of rational numbers and use them to simplify numerical expressions.</p> <p>Students evaluate algebraic expressions.</p> <p>Students translate words into numbers, variables, and operations.</p> <p>Students simplify algebraic expressions.</p>	<p>Pre-Assessment: Chapter 1 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 1 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 1 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 1 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 1 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p> <p>GradeCam.com</p> <p>My.hrw.com</p>

	<p><i>a check on the exact computation.</i></p> <p>CC.7.EE.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.</p>			
Unit 2: Integers & Rational Numbers (15-20 Days)	<p>CC.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.</p> <p>1b – 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.</p> <p>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.</p> <p>CC.7.NS.2 – Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>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.</p> <p>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</p>	<p>Students compare and order integers.</p> <p>Students determine absolute value.</p> <p>Students add integers.</p> <p>Students subtract integers.</p> <p>Students multiply and divide integers.</p> <p>Students write fractions as decimals, and vice versa.</p> <p>Students determine whether a decimal is terminating or repeating.</p> <p>Students compare and order fractions and decimals.</p>	<p>Pre-Assessment: Chapter 2 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 2 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 2 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 2 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 2 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p> <p>GradeCam.com</p> <p>My.hrw.com</p>

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.

CC.7.NS.3 – Solve real-world and mathematical problems involving the four operations with rational numbers.¹

¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

CC.7.EE.2 – Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

CC.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. *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 $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ 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.*

CC.7.EE.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.			
Unit 3: Applying Rational Numbers (15 Days)	<p>CC.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.</p> <p>1b – 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.</p> <p>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.</p> <p>CC.7.NS.2 – Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>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.</p> <p>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</p>	<p>Students add and subtract decimals.</p> <p>Students multiply decimals.</p> <p>Students divide decimals and integers by decimals.</p> <p>Students solve one-step equations that contain decimals.</p> <p>Students add and subtract fractions.</p> <p>Students multiply fractions and mixed numbers.</p> <p>Students divide fractions and mixed numbers</p> <p>Students solve one-step equations that contain fractions.</p>	<p>Pre-Assessment: Chapter 3 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 3 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 3 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 3 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 3 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p> <p>GradeCam.com</p> <p>My.hrw.com</p>

	<p>contexts.</p> <p>CC.7.NS.3 – Solve real-world and mathematical problems involving the four operations with rational numbers.¹</p> <p>¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p>CC.7.EE.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.</p>			
<p>Unit 4: Proportional Reasoning (15 Days)</p>	<p>CC.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. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i></p> <p>CC.7.RP.2 – Recognize and represent proportional relationships between quantities.</p> <p>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.</p> <p>2b – Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>2c – Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p> <p>CC.7.NS.2 – Apply and extend previous</p>	<p>Students find and compare unit rates, such as average speed and unit price.</p> <p>Students find equivalent ratios and identify proportions.</p> <p>Students solve proportions by using cross products.</p> <p>Students use ratios to determine if two figures are similar.</p> <p>Students use similar figures to find unknown measures.</p> <p>Students understand ratios and proportions in scale drawings.</p> <p>Students use ratios and proportions with scale.</p>	<p>Pre-Assessment: Chapter 4 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 4 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 4 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 4 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 4 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p> <p>GradeCam.com</p> <p>My.hrw.com</p>

<p>understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>CC.7.NS.3 – Solve real-world and mathematical problems involving the four operations with rational numbers.¹</p> <p>¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p> <p>CC.7.EE.2 – Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i></p> <p>CC.7.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.</p>			
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<p>Unit 5: Graphs (5-10 Days)</p>	<p>CC.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. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i></p> <p>CC.7.RP.2 – Recognize and represent proportional relationships between quantities.</p> <p>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.</p> <p>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.</p> <p>CC.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.</p>	<p>Students plot and identify ordered pairs on a coordinate plane.</p> <p>Students relate graphs to situations.</p> <p>Students determine the slope of a line and recognize constant and variable rates of change.</p> <p>Students identify, write, and graph an equation of direct variation.</p>	<p>Pre-Assessment: Chapter 5 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 5 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 5 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 5 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 5 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p> <p>GradeCam.com</p> <p>My.hrw.com</p>
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<p style="text-align: center;">Unit 6: Percents (10 Days)</p>	<p>CC.7.RP.3 – Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>CC.7.NS.1d – Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>CC.7.NS.2 – Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>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.</p> <p>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.</p> <p>2c – Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>CC.7.EE.2 – Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i></p> <p>CC.7.EE.3 – Solve multi-step real-life and mathematical problems posed with positive and</p>	<p>Students write decimals and fractions as percents.</p> <p>Students estimate percents.</p> <p>Students use properties of rational numbers to write equivalent expressions and equations.</p> <p>Students solve problems involving percent of change.</p> <p>Students find commission, sales tax, and percent of earnings.</p> <p>Students compute simple interest.</p>	<p>Pre-Assessment: Chapter 6 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 6 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 6 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 6 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 6 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p> <p>GradeCam.com</p> <p>My.hrw.com</p>
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	<p>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. <i>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.</i></p>			
<p>Unit 7: Collecting, Displaying, & Analyzing Data (10 Days)</p>	<p>CC.7.SP.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.</p> <p>CC.7.SP.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. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p> <p>CC.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. <i>For example, decide whether the words in a chapter of a seventh-grade science</i></p>	<p>Students find the mean, median, mode, and range of a data set.</p> <p>Students display and analyze data in box-and-whisker plots.</p> <p>Students compare and analyze sampling methods.</p>	<p>Pre-Assessment: Chapter 7 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 7 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 7 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 7 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 7 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p> <p>GradeCam.com</p> <p>My.hrw.com</p>

	<i>book are generally longer than the words in a chapter of a fourth-grade science book.</i>			
Unit 8: Geometry Figures (10-15 Days)	<p>CC.7.RP.2c – Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p> <p>CC.7.G.2 – Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. 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.</p> <p>CC.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.</p>	<p>Students identify and describe geometric figures.</p> <p>Students identify angles and angle pairs.</p> <p>Students identify parallel, perpendicular, and skew lines, and angles formed by a transversal.</p> <p>Students find the measures of angles in polygons.</p> <p>Students identify congruent figures.</p> <p>Students use congruence to solve problems.</p>	<p>Pre-Assessment: Chapter 8 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 8 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 8 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 8 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 8 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p> <p>GradeCam.com</p> <p>My.hrw.com</p>
Unit 9: Measurement & Geometry (10 Days)	<p>CC.7.RP.3 – Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>CC.7.G.4 – Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>CC.7.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</p>	<p>Students find the perimeter of a polygon and the circumference of a circle.</p> <p>Students find the area of circles.</p> <p>Students find the area of irregular figures.</p> <p>Students identify various three-dimensional figures.</p> <p>Students find the volume of prisms and cylinders.</p> <p>Students find the surface area of</p>	<p>Pre-Assessment: Chapter 9 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 9 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 9 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 9 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 9 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p>

	prisms.	prisms and cylinders.		Getkahoot.com GradeCam.com My.hrw.com
Unit 10: Probability (15-20 Days)	<p>CC.7.NS.1b – 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.</p> <p>CC.7.SP.3 – Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>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, the separation between the two distributions of heights is noticeable.</i></p> <p>CC.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 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>CC.7.SP.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, and predict the approximate</p>	<p>Students use informal measures of probability.</p> <p>Students find experimental probability.</p> <p>Students use counting methods to determine possible outcomes.</p> <p>Students find the theoretical probability of an event.</p> <p>Students will use probability to predict events.</p> <p>Students find the probability of independent and dependent events.</p> <p>Students find the number of possible combinations.</p> <p>Students find the number of possible permutations.</p> <p>Students find probabilities of compound events.</p>	<p>Pre-Assessment: Chapter 10 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 10 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 10 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 10 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 10 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com GradeCam.com My.hrw.com</p>

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.*

CC.7.SP.7 – Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, 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?*

CC.7.SP.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.

<p style="text-align: center;">Unit 11: Multi-Step Equations & Inequalities (10 Days)</p>	<p>CC.7.EE.1 – Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>CC.7.EE.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.</p> <p>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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>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. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>	<p>Students solve two-step equations.</p> <p>Students solve multi-step equations.</p> <p>Students solve equations that have variables on both sides.</p> <p>Students read and write inequalities.</p> <p>Students graph inequalities on a number line.</p> <p>Students solve one-step inequalities by adding or subtracting.</p> <p>Students solve one-step inequalities by multiplying or dividing.</p> <p>Students solve simple two-step inequalities.</p>	<p>Pre-Assessment: Chapter 11 Test</p> <p>Formative: Kickoffs (Bell Work) Worksheets Activities Exit Slips Quizzes</p> <p>Summative: Chapter 11 Test</p>	<p>Holt McDougal Mathematics, Grade 7 Chapter 11 (Text)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 11 (Resources)</p> <p>Holt McDougal Mathematics, Grade 7 Chapter 11 (Workbook)</p> <p>Kuta Software</p> <p>Math-Aids.com</p> <p>Getkahoot.com</p>
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