



**Española Public Schools**

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**7<sup>th</sup> Grade**

**Mathematics**

**Curriculum Guide**

**Developed: June 2016**

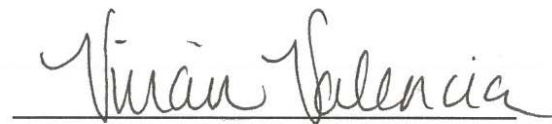
**Curriculum Team:**

Emmanuel Espinoza, Team Leader

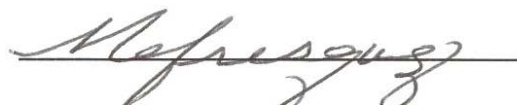


**Curriculum Facilitation:**

Vivian Valencia, Instructional Coach



MaryEllen Fresquez, Instructional Coach




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**Mathematics Resources**  
**Adopted Curriculum**

Grade Band	Resource	District Contact
<b>7-8</b> <i>2013-2018</i>	<b>College Preparatory Math</b>  <b>Website:</b> <a href="http://www.textbooks.cpm.org">www.textbooks.cpm.org</a>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent Julie Gutierrez, CFVMS Principal Robert Quiñonez, CFVMS Assistant Principal

**Mathematics Resources**  
**Supplemental Curriculum Resources**

Grade Band	Resource	District Contact:
<p><b>7-8</b> 2015-2020</p>	<p>Pearson’s Connected Mathematics Project Textbook  <a href="http://www.kutasoftware.com">www.kutasoftware.com</a>  <a href="http://www.ixl.com">www.ixl.com</a>  <a href="http://www.teachertube.com">www.teachertube.com</a>            Common Core Crosswalk Coach 6-8            Common Core Buckle Down 6-8            Common Core Practice Coach 6-8            Assessment Common Core Coach 6-8  <a href="http://www.tenmarks.com">www.tenmarks.com</a>  <a href="http://www.thatquiz.com">www.thatquiz.com</a>            Pizzazz Pre-Algebra Workbook            Engage NY  <a href="https://www.engageny.org/common-core-curriculum">https://www.engageny.org/common-core-curriculum</a>            Making Number Talks Matter Textbook  <a href="http://www.khanacademy.com">www.khanacademy.com</a>  <a href="https://www.illustrativemathematics.org/">https://www.illustrativemathematics.org/</a>  <a href="http://www.insidemathematics.org/">http://www.insidemathematics.org/</a>  <a href="http://www.learningupgrade.com/algebra/au_index.asp">http://www.learningupgrade.com/algebra/au_index.asp</a>  <a href="http://www.hoodamath.com">www.hoodamath.com</a>  <a href="http://www.coolmath.com">www.coolmath.com</a>  <a href="https://learnzillion.com/resources/73932">https://learnzillion.com/resources/73932</a></p>  <p><b>Website:</b> <a href="https://learn.education2020.com/">https://learn.education2020.com/</a></p>	<p><b>Office of Curriculum,            Instruction &amp; Assessment</b>            Myra L. Martinez, Associate            Superintendent</p> <p>Emmanuel Espinoza, Math Lead            Teacher</p> <p>Julie Gutierrez, Edgenuity            Administrator</p> <p>Larry DeAguero, Federal            Programs (Title I)</p> <p>Deirdra Montoya, Special            Education Director</p> <p>TBA, Assessment &amp; RTI            Facilitator</p>

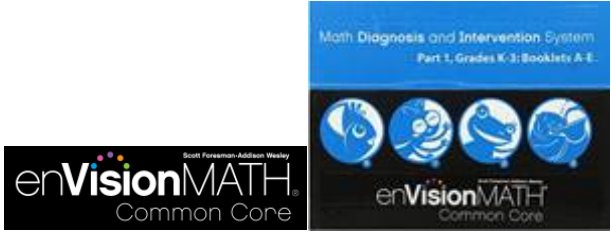


## Mathematics Resources

### Adopted Curriculum

Grade Band	Resource	District Contact:
7-8	<b>Core Assessments</b> College Preparatory Math (CPM)	Emmanuel Espinoza, Math Lead Teacher
6-12 6-8	<b>Supplemental Assessments</b> Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 Assessment Common Core Coach 6-8 Connected Mathematics Project (CMP) Assessments	Emmanuel Espinoza, Math Lead Teacher
2-12	<b>STAR Math</b>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach  <b>Assessment Contact:</b> TBA, Assessment & RTI Facilitator
3-11	<b>PARCC</b>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach  <b>Assessment Contact:</b> TBA, Assessment & RTI Facilitator
7-12	<b>End of Course Exams (EoC)</b>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach  <b>Assessment Contact:</b> TBA, Assessment & RTI Facilitator



Grade Band	Resource	District Contact
Pre K <i>2013-2018</i>	<b>Creative Classroom</b>  <b>Website:</b>	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator

**Mathematics Resources**  
**Adopted Curriculum**

<p><b>K -6</b> <i>2013-2018</i></p>	 <p><b>Website:</b> <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p>
<p><b>7-8</b> <i>2013-2018</i></p>	<p><b>College Preparatory Math (CPM)</b></p>  <p><b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a></p> <p><b>CPM student log in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal</p>
<p><b>9-12</b> <i>2013-2018</i></p>	<p><b>College Preparatory Math (CPM)</b></p>  <p><b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a></p> <p><b>CPM student log in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent Nancy Suazo, EVHS Department Chair</p>







## Mathematics Resources

### Supplemental Curriculum Resources

Grade Band	Resource	District Contact:
<b>Pre K</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert  <i>Insert Resource</i> <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator  Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>K -6</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert  <i>Insert Resource</i> <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach  Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>7-8</b> 2016-2021	<i>Insert Resource</i> <b>Website:</b> Insert   <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent  Robert Quiñonez, CFVMS Assistant Principal Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator
<b>9-12</b> 2015-2020	<i>Insert Resource</i> <b>Website:</b>   <b>Website:</b> Insert	<b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent  Insert Name, EVHS Department Chair Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator



## Mathematics Resources

### Assessment Resources

Grade Band	Resource	District Contact:
Pre K 2016- 2021	<p><i>Insert Resource</i> Website: Insert</p>  <p><b>PreK Observation &amp; Portfolios</b></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
K-1	<p><b>Envisions:</b></p>  <p><b>Topic Book Assessments</b> <b>Topic Mat Assessments</b></p> <p><b>Renaissance Learning:</b></p>  <p><b>STAR EARLY LITERACY</b> (Numeracy) <a href="https://hosted39.renlearn.com/258790/default.aspx">https://hosted39.renlearn.com/258790/default.aspx</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
2-12	<p><b>Envisions:</b></p>  <p><b>Topic Book Assessments</b> <b>Topic Mat Assessments (2<sup>nd</sup>)</b></p> <p><b>Renaissance Learning:</b></p>  <p><b>STARMath</b> <a href="https://hosted39.renlearn.com/258790/default.aspx">https://hosted39.renlearn.com/258790/default.aspx</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>
3-11	<p><b>PARCC</b></p>  <p>Partnership for Assessment of Readiness for College and Careers</p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez,</p>

## Mathematics Resources

### Assessment Resources

		Instructional Coach Vivian Valencia, Instructional Coach  <b>Assessment Contact:</b> TBA, Assessment & RtI Facilitator
7-12	<p>End of Course Exams (EoC)</p>  <p>College Preparatory Math (CPM)</p>  <p><b>CPM teacher log in:</b> <a href="http://textbooks.cpm.org/?238090954324249223">http://textbooks.cpm.org/?238090954324249223</a></p> <p><b>CPM student log</b> <b>in:</b> <a href="http://en8467.textbooks.cpm.org/?409553627727330301">http://en8467.textbooks.cpm.org/?409553627727330301</a></p>	<p><b>Office of Curriculum, Instruction &amp; Assessment</b> Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p><b>Assessment Contact:</b> TBA, Assessment &amp; RtI Facilitator</p>





# Mathematics Pacing Guide at a Glance

## 7<sup>th</sup> Grade

<p><b>The Number System</b></p>	<p>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 <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>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 <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers. (PBA, EOY, No)</p> <p>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.</p> <p>7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p>Use properties of operations to generate equivalent expressions.</p>	<p>A. Distributive Property B. Interpret Products</p>	<p><a href="http://www.insidemathematics.org/">http://www.insidemathematics.org/</a> <a href="http://www.learningupgrade.com/algebraupload_index.asp">http://www.learningupgrade.com/algebraupload_index.asp</a></p> <p><a href="http://www.hoodamath.com">www.hoodamath.com</a> <a href="http://www.coolmath.com">www.coolmath.com</a></p> <p><a href="https://learnzillion.com/resources/73932">https://learnzillion.com/resources/73932</a></p>		<p><b>Expressions and Equations</b></p> <ul style="list-style-type: none"> <li>■ A. Use properties of operations to generate equivalent expressions.</li> <li>■ B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> </ul>
<p><b>Expressions and Equations</b></p>	<p>7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>				

Key: ■ Major Clusters; ● Supporting Clusters; ☀ Additional Clusters

\* Indicates a Common Core standard has been broken into smaller areas of emphasis. For this module, only the listed areas are to be covered and/or assessed.

# Mathematics Pacing Guide at a Glance

7<sup>th</sup> Grade

UNIT 2	Start: 9/26/2016	Teaching Days: 28	Remediation Days: 2	End: 11/4/2016	
DOMAIN	COMMON CORE STATE STANDARDS	FOCUS	RESOURCES (Core & Supplemental)	ASSESSMENTS (Formative and Summative)	PARCC FRAMEWORK
<b>Ratios and Proportions</b>	<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>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 <math>1/2 / 1/4</math> miles per hour, equivalently 2 miles per hour.</i></p> <p>7.RP.2 * Recognize and represent proportional relationships between quantities.</p> <p>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.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></p> <p>d. Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p>	<p>A. Test for equivalent ratios in a table</p> <p>B. Test for equivalent ratios in a graph on a coordinate plane</p> <p>A. Tables and equations</p> <p>B. Diagrams and verbal descriptions</p>	<p><b>Core Adapted</b></p> <p>College Preparatory Math (CPM) Chapter 4, 5, 6</p> <p><b>Supplement</b></p> <p>Connected Mathematics Textbook  <a href="http://www.kutasoftware.com">www.kutasoftware.com</a>  <a href="http://www.ixl.com">www.ixl.com</a>  <a href="http://www.teachertube.com">www.teachertube.com</a></p> <p>Triumph Learning: Common Core Crosswalk Coach 6-8                      Common Core Buckle Down 6-8                      Common Core Practice Coach 6-8  <a href="http://www.tenmarks.com">www.tenmarks.com</a>  <a href="http://www.thatquiz.com">www.thatquiz.com</a></p> <p>Pizzazz Pre-Algebra                      Engage NY                      Success to Ladders                      Making Number Talks Matter  <a href="http://www.khanacademy.com">www.khanacademy.com</a>  <a href="https://www.illustrativemathematics.org/">https://www.illustrativemathematics.org/</a>  <a href="http://www.insidemathematics.org/">http://www.insidemathematics.org/</a></p>	<p><b>FORMATIVE</b></p> <p>College Preparatory Math (CPM) Chapter 4, 5, 6                      MATH TASK</p> <p><b>SUMMATIVE</b></p> <p>Triumph Learning Assessment                      Common Core Coach 6-8</p>	<p><b>Ratios and Proportions</b></p> <p>■ A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>

Key: ■ Major Clusters; ● Supporting Clusters; ☀ Additional Clusters

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# Mathematics Pacing Guide at a Glance

## 7<sup>th</sup> Grade

<p><b>Expressions &amp; Equations</b></p>	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>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>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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><a href="http://www.learningupgrade.com/algebraup/au_index.asp">http://www.learningupgrade.com/algebraup/au_index.asp</a></p> <p><a href="http://www.hoodamath.com">www.hoodamath.com</a> <a href="http://www.coolmath.com">www.coolmath.com</a></p> <p><a href="https://learnzillion.com/resources/73932">https://learnzillion.com/resources/73932</a></p>		<p><b>Expressions &amp; Equations</b></p> <ul style="list-style-type: none"> <li>■ A. Use properties of operations to generate equivalent expressions.</li> <li>■ B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> </ul>
<p><b>The Number System</b></p>	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>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>d. Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>7.NS.2 * Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p>				

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# Mathematics Pacing Guide at a Glance

## 7<sup>th</sup> Grade

<b>Equations and Expressions</b>	Use properties of operations to generate equivalent expressions.  7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.				<b>Equations and Expressions</b> ■ A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
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# Mathematics Pacing Guide at a Glance

7<sup>th</sup> Grade

UNIT 3	Start: 11/7/2016	Teaching Days: 24	Remediation Days: 1	End: 12/13/2016	
DOMAIN	COMMON CORE STATE STANDARDS	FOCUS	RESOURCES (Core & Supplemental)	ASSESSMENTS (Formative and Summative)	PARCC FRAMEWORK
<p><b>Ratios and Proportions</b></p>	<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>7.RP.3 * Use proportional relationships to solve multi-step ratio and percent problems. (Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>Use properties of operations to generate equivalent expressions.</p>	<p>A. Simple interest/Tax/Gratuities &amp; commissions/Fees</p> <p>B. Markups and markdowns/Percent increase &amp; decrease/Percent error</p>	<p><b>Core Adapted</b> College Preparatory Math (CPM) Chapter 4, 6, 7</p> <p><b>Supplement</b> Connected Mathematics Textbook <a href="http://www.kutasoftware.com">www.kutasoftware.com</a> <a href="http://www.ixl.com">www.ixl.com</a> <a href="http://www.teachertube.com">www.teachertube.com</a></p>	<p><b>FORMATIVE</b> College Preparatory Math (CPM) Chapter 4, 6, 7 MATH TASK</p> <p><b>SUMMATIVE</b> Triumph Learning Assessment Common Core Coach 6-8</p>	<p><b>Ratios and Proportional Relationships</b></p> <p>■ A. Analyze proportional relationships and use them to solve real-world and mathematical problems.</p>
<p><b>Expressions and Equations</b></p>	<p>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, <math>a + 0.05a = 1.05a</math> means that "increase by 5%" is the same as "multiply by 1.05."</p> <p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>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 (whole numbers, fractions, and decimals) as appropriate; 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</p>	<p>A. Properties of operations</p> <p>B. Conversions</p> <p>C. Assess reasonableness with estimation strategies</p>	<p>Triumph Learning: Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 <a href="http://www.tenmarks.com">www.tenmarks.com</a> <a href="http://www.thatquiz.com">www.thatquiz.com</a> Pizzazz Pre-Algebra Engage NY Success to Ladders Making Number Talks Matter  <a href="http://www.khanacademy.com">www.khanacademy.com</a> <a href="https://www.illustrativemathematics.org/">https://www.illustrativemathematics.org/</a></p>	<p><b>SUMMATIVE</b> Triumph Learning Assessment Common Core Coach 6-8</p>	<p><b>Expressions and Equations</b></p> <p>■ A. Use properties of operations to generate equivalent expressions.</p> <p>■ B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p>

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# Mathematics Pacing Guide at a Glance

## 7<sup>th</sup> Grade

<p><b>Expressions &amp; Equations</b></p>	<p>make an additional <math>\frac{1}{10}</math> of her salary an hour, or \$2.50 for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.)</p> <p>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>a. Solve word problems leading to equations of the form <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> 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. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)</p> <p style="background-color: #fce4d6;">Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>b*. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. (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.)</p>	<p>A. Solve inequalities B. Graph the solution set of an inequality C. Interpret the solution set of an inequality</p>	<p><a href="http://www.insidemathematics.org/">http://www.insidemathematics.org/</a> <a href="http://www.learningupgrade.com/algebraupload/au_index.asp">http://www.learningupgrade.com/algebraupload/au_index.asp</a></p> <p><a href="http://www.hoodamath.com">www.hoodamath.com</a> <a href="http://www.coolmath.com">www.coolmath.com</a></p> <p><a href="https://learnzillion.com/resources/73932">https://learnzillion.com/resources/73932</a></p>
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# Mathematics Pacing Guide at a Glance

## 7<sup>th</sup> Grade

<p><b>Geometry</b></p>	<p>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 prisms.</p>	<p>A. Area with 2-D figures            B. Volume of 3-D objects            C. Surface area of 3-D objects</p>	<p><a href="http://www.insidemathematics.org/">http://www.insidemathematics.org/</a>  <a href="http://www.learningupgrade.com/algebraup/au_index.asp">http://www.learningupgrade.com/algebraup/au_index.asp</a>   <a href="http://www.hoodamath.com">www.hoodamath.com</a>  <a href="http://www.coolmath.com">www.coolmath.com</a>   <a href="https://learnzillion.com/resources/73932">https://learnzillion.com/resources/73932</a></p>		
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Key: ■ Major Clusters; ■ Supporting Clusters; ■ Additional Clusters

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# Mathematics Pacing Guide at a Glance

7<sup>th</sup> Grade

UNIT 5	Start: 2/16/2017	Teaching Days: 33	Remediation Days: 3	End: 4/11/2017	
DOMAIN	COMMON CORE STATE STANDARDS	FOCUS	RESOURCES (Core & Supplemental)	ASSESSMENTS (Formative and Summative)	PARCC FRAMEWORK
<p style="text-align: center;"><b>Statistics and Probability</b></p>	<p style="background-color: #ffe4c4; padding: 2px;">Use random sampling to draw inferences about a population.</p> <p>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>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. (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.)</p> <p style="background-color: #ffe4c4; padding: 2px;">Draw informal comparative inferences about two populations.</p> <p>7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variability, 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</p>		<p><b>Core Adapted</b> College Preparatory Math (CPM) Chapter 1, 2, 4, 5, 7, 8</p> <p><b>Supplement</b> Connected Mathematics Textbook <a href="http://www.kutasoftware.com">www.kutasoftware.com</a> <a href="http://www.ixl.com">www.ixl.com</a> <a href="http://www.teachertube.com">www.teachertube.com</a> Triumph Learning: Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 <a href="http://www.tenmarks.com">www.tenmarks.com</a> <a href="http://www.thatquiz.com">www.thatquiz.com</a> Pizzazz Pre-Algebra Engage NY Success to Ladders Making Number Talks Matter</p> <p><a href="http://www.khanacademy.com">www.khanacademy.com</a> <a href="https://www.illustrativemathematics.org/">https://www.illustrativemathematics.org/</a></p>	<p><b>FORMATIVE</b> College Preparatory Math (CPM) Chapter 1, 2, 4, 5, 7, 8 MATH TASK</p> <p><b>SUMMATIVE</b> Triumph Learning Assessment Common Core Coach 6-8</p>	<p style="text-align: center;"><b>Statistics and Probability</b></p> <p> <b>A. Use random sampling to draw inferences about a population.</b></p> <p> <b>B. Draw informal comparative inferences about two populations.</b></p> <p> <b>C. Investigate chance processes and develop, use, and evaluate probability models.</b></p>

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## 7<sup>th</sup> Grade

<p><b>Geometry</b></p>	<p>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.)</p> <p>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. (For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.)</p> <p><b>Investigate chance processes and develop, use, and evaluate probability models.</b></p> <p>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. 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 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.)</p>		<p><a href="http://www.insidemathematics.org/">http://www.insidemathematics.org/</a>  <a href="http://www.learningupgrade.com/algebraup/au_index.asp">http://www.learningupgrade.com/algebraup/au_index.asp</a></p> <p><a href="http://www.hoodamath.com">www.hoodamath.com</a>  <a href="http://www.coolmath.com">www.coolmath.com</a></p> <p><a href="https://learnzillion.com/resources/73932">https://learnzillion.com/resources/73932</a></p>		
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7<sup>th</sup> Grade

UNIT 6	Start: 4/18/2016	Teaching Days: 26	Remediation Days: 3	End: 5/19/2017	
DOMAIN	COMMON CORE STATE STANDARDS	FOCUS	RESOURCES (Core & Supplemental)	ASSESSMENTS (Formative and Summative)	PARCC FRAMEWORK
<b>Geometry</b>	<p>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>7.G.5 * Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations of an unknown angle in a figure.</p> <p>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 prisms.</p> <p style="background-color: #FFDAB9;">Use random sampling to draw inferences about a population.</p> <p>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. (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.)</p>	<p>A. Know and use the formulas B. Derive the formulas</p> <p>A. Write simple equations B. Solve simple equations</p> <p>A. Area with 2-D figures B. Volume of 3-D objects C. Surface area of 3-D objects</p>	<p><b>Core Adapted</b> College Preparatory Math (CPM) Chapter 1, 2, 5, 6, 8, 9</p> <p><b>Supplement</b> Connected Mathematics Textbook <a href="http://www.kutasoftware.com">www.kutasoftware.com</a> <a href="http://www.ixl.com">www.ixl.com</a> <a href="http://www.teachertube.com">www.teachertube.com</a> Triumph Learning: Common Core Crosswalk Coach 6-8 Common Core Buckle Down 6-8 Common Core Practice Coach 6-8 <a href="http://www.tenmarks.com">www.tenmarks.com</a> <a href="http://www.thatquiz.com">www.thatquiz.com</a> Pizzazz Pre-Algebra Engage NY Success to Ladders Making Number Talks Matter</p> <p><a href="http://www.khanacademy.com">www.khanacademy.com</a> <a href="https://www.illustrati">https://www.illustrati</a></p>	<p><b>FORMATIVE</b> College Preparatory Math (CPM) Chapter 1, 2, 5, 6, 8, 9 MATH TASK</p> <p><b>SUMMATIVE</b> Triumph Learning Assessment Common Core Coach 6-8</p>	<p>Geometry</p> <p> A. Draw, construct and describe geometrical figures and describe the relationships between them.</p> <p> B. Solve real-life and mathematical problems involving angle measure, area, surface area and volume.</p>

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# Mathematics Pacing Guide at a Glance

## 7<sup>th</sup> Grade

<p><b>Geometry</b></p>	<p>Draw informal comparative inferences about two populations.</p> <p>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. (For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.)</p>		<p><a href="http://vemathematics.org/">vemathematics.org/</a>  <a href="http://www.insidemathematics.org/">http://www.insidemathematics.org/</a>  <a href="http://www.learningupgrade.com/algebraup/au_index.asp">http://www.learningupgrade.com/algebraup/au_index.asp</a></p> <p><a href="http://www.hoodamath.com">www.hoodamath.com</a>  <a href="http://www.coolmath.com">www.coolmath.com</a></p> <p><a href="https://learnzillion.com/resources/73932">https://learnzillion.com/resources/73932</a></p>		
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