

#### **Española Public Schools**

714 Calle Don Diego Española, New Mexico 87532

Phone: 505-753-2254 Fax: 505-747-3514 Website: www.k12espanola.org

# 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

Man

Adopted Curriculum

| Grade Band | Resource                          | District Contact                               |
|------------|-----------------------------------|--|
| 7-8        | Collago Dropovotory Moth          | Office of Curriculum, Instruction & Assessment |
| 2013-2018  | College Preparatory Math          | Julie Gutierrez, CFVMS Principal               |
|            | Website:<br>www.textbooks.cpm.org | Robert Quiñonez, CFVMS Assistant Principal     |

# Supplemental Curriculum Resources

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

# Adopted Curriculum

| Grade Band | Resource                            | District Contact:                          |  |  |
|------------|-------------------------------------|--|--|--|
| 7-8        | Core Assessments                    | Emmanuel Espinoza, Math Lead Teacher       |  |  |
|            | College Preparatory Math (CPM)      |  |  |  |
| 6-12       | Supplemental Assessments            | Emmanuel Espinoza, Math Lead Teacher       |  |  |
| 6-8        | 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                         |  |  |  |
| 2-12       | STAR Math                           | Office of Curriculum, Instruction &        |  |  |
|            |                                     | Assessment                                 |  |  |
|            |                                     | Myra L. Martinez, Associate Superintendent |  |  |
|            |                                     | MaryEllen Fresquez, Instructional Coach    |  |  |
|            |                                     | Vivian Valencia, Instructional Coach       |  |  |
|            |                                     | Assessment Contact:                        |  |  |
|            |                                     | TBA. Assessment & RTI Facilitator          |  |  |
| 3-11       | PARCC                               | Office of Curriculum. Instruction &        |  |  |
| _          |                                     | Assessment                                 |  |  |
|            |                                     | Myra L. Martinez, Associate Superintendent |  |  |
|            |                                     | MaryEllen Fresquez, Instructional Coach    |  |  |
|            |                                     | Vivian Valencia, Instructional Coach       |  |  |
|            |                                     |  |  |  |
|            |                                     | Assessment Contact:                        |  |  |
|            |                                     | TBA, Assessment & RTI Facilitator          |  |  |
| 7-12       | End of Course Exams (EoC)           | Office of Curriculum, Instruction &        |  |  |
|            |                                     | Assessment                                 |  |  |
|            |                                     | Myra L. Martinez, Associate Superintendent |  |  |
|            |                                     | MaryEllen Fresquez, Instructional Coach    |  |  |
|            |                                     | Vivian Valencia, Instructional Coach       |  |  |
|            |                                     | Assessment Contact:                        |  |  |
|            |                                     | TBA, Assessment & RTI Facilitator          |  |  |

| Grade     | Resource           | District Contact   |
|-----------|--------------------|--|
| Band      |                    |  |
| Pre K     | Creative Classroom | Office of Curriculum, Instruction &  |
| 2013-2018 | Website:           | Myra L. Martinez, Associate<br>Superintendent<br>MaryEllen Fresquez, Pre K |
|           |                    | Coordinator  |

Adopted Curriculum

| <b>К -6</b><br>2013-2018 | Math Diagnesis and Intervention System         Ret1. Grades K 21 Booklets A E         Image: State of the system         Image: State of the system      < | Office of Curriculum, Instruction &<br>Assessment<br>Myra L. Martinez, Associate<br>Superintendent<br>MaryEllen Fresquez, Instructional<br>Coach<br>Vivian Valencia, Instructional Coach |
|--------------------------|---|--|
| <b>7-8</b><br>2013-2018  | College Preparatory Math (CPM)  | Office of Curriculum, Instruction &<br>Assessment<br>Myra L. Martinez, Associate<br>Superintendent<br>Robert Quiñonez, CFVMS Assistant<br>Principal                                      |
| <b>9-12</b><br>2013-2018 | College Preparatory Math (CPM)  | Office of Curriculum, Instruction &<br>Assessment<br>Myra L. Martinez, Associate<br>Superintendent<br>Nancy Suazo, EVHS Department Chair   |

# Supplemental Curriculum Resources

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

#### Assessment Resources

| Band   |             |
|--|-------------|
| Pre K Insert Resource Office of Curricu                                  | ılum,       |
| 2016- Website: Insert Instruction &                                      |             |
| 2021 Assessment  |             |
| Myra L. Martine  | Ζ,          |
| Associate  |             |
| Superintendent Mary Ellan Eraan  |             |
| Dra K Coordinat  | uez,<br>or  |
| Prek Observation & Portfolios  | Л           |
| Assessment Cor   | tact:       |
| TBA, Assessmen   | t & Rtl     |
| Facilitator  |             |
| K-1 Envisions: Office of Curricu   | lum,        |
| Instruction &  |             |
| CIVISIONIVIAI II Assessment  |             |
| Myra L. Martine  | Ζ,          |
| Topic Book Assessments Associate   |             |
| Topic Mat Assessments         Superintendent                             |             |
| MaryEllen Fresq  | uez,        |
| Renaissance Learning:  | acn         |
| Vivian Valencia,   | hch         |
| RENAISSANCE LEARNING   |             |
| Assessment Cor   | tact:       |
| STAR EARLY LITERACY TBA, Assessmen                                       | t & Rtl     |
| (Numeracy) https://hosted39.renlearn.com/258790/default.aspx Facilitator |             |
|  |             |
|  |             |
| 2-12 Envisions: Office of Curricu  | lum,        |
| Instruction &  |             |
| Common Cone Assessment   |             |
| Tenia Book Assessments   | Ζ,          |
| Topic Book Assessments Associate   |             |
| Topic Mat Assessments (2"") Superintendent                               |             |
|  | uez,<br>ach |
| Renaissance Learning: Vivian Valencia                                    |             |
| Instructional Co   | ach         |
| RENAISSANCE LEARNING   |             |
| STARMath https://bostod20.roploarp.com/259700/dofault.acm/               | tact:       |
| TBA, Assessmen   | t & Rtl     |
| Facilitator  |             |
|  |             |
| 3-11 PARCC Office of Curricu   | lum,        |
| <b>DARCC</b> Partnership for Assessment of                               |             |
| Readiness for College and Careers Assessment                             | _           |
| Miyra L. Martine   | ۷,          |
| Associate  |             |
| MarvFllen Frese  | uez.        |

#### Assessment Resources

|      |   | Instructional Coach<br>Vivian Valencia,<br>Instructional Coach<br>Assessment Contact:<br>TBA, Assessment & RtI<br>Facilitator  |
|------|---|--|
| 7-12 | End of Course Exams (EoC)<br>Public Education Department<br>College Prepatory Math (CPM)<br>College Prepatory Math (CPM)<br>CPM teacher log in:<br>http://textbooks.cpm.org/?238090954324249223<br>CPM student log<br>in: http://en8467.textbooks.cpm.org/?409553627727330301 | Office of Curriculum,<br>Instruction &<br>Assessment<br>Myra L. Martinez,<br>Associate<br>Superintendent<br>MaryEllen Fresquez,<br>Instructional Coach<br>Vivian Valencia,<br>Instructional Coach<br>Assessment Contact:<br>TBA, Assessment & RtI<br>Facilitator |

|                         |  | 7 <sup>th</sup> Grade  |  |  |   |
|-------------------------|--|--|--|--|---|
| UNIT 1                  | Start: 8/15/2016 Teaching Days: 29   |  | Remediation Days: 3  |  | End: 9/23/2016  |
| DOMAIN                  | COMMON CORE STATE STANDARDS  | FOCUS  | RESOURCES (Core &<br>Supplemental)   | ASSESSMENTS<br>(Formative and<br>Summative)  | PARCC<br>FRAMEWORK  |
| The<br>Number<br>System | Apply and extend previous understandings of addition<br>and subtraction to add and subtract rational numbers.<br>7.NS.1* Apply and extend previous understandings of<br>addition and subtraction to add and subtract rational<br>numbers; represent addition and subtraction on a<br>horizontal or vertical number line diagram.<br>a. Describe situations in which opposite quantities<br>combine to make 0. (For example, a hydrogen<br>atom has 0 charge because its two constituents are<br>oppositely charged.)<br>b*. Understand $p + q$ as the number located a distance<br> q  from $p$ , in the positive or negative direction<br>depending on whether $q$ is positive or negative. Show<br>that a number and its opposite have a sum of 0 (are | A. Add/subtract<br>Rational numbers<br>B. Horizontal/Vertical<br>number line diagram<br>A. Additive inverses<br>B. Interpret sums of<br>rational numbers by<br>describing real-world | Core Adapted<br>College Preparatory<br>Math (CPM)<br>Chapter 2, 3, 4<br>Supplement<br>Connected<br>Mathematics<br>Textbook<br>www.kutasoftware.com<br>www.ixl.com<br>www.izl.com<br>Triumph Learning:<br>Common Core<br>Crosswalk Coach 6-8<br>Common Core Buckle<br>Down 6-8<br>Common Core | FORMATIVE<br>College<br>Preparatory Math<br>(CPM)<br>Chapter 2, 3, 4<br>MATH TASK<br>SUMMATIVE<br>Triumph Learning<br>Assessment<br>Common Core<br>Coach 6-8 | The Number<br>System<br>A. Apply and<br>extend previous<br>understandings of<br>operations with<br>fractions to add,<br>subtract, multiply<br>and divide<br>rational numbers. |
|                         | <ul> <li>by describing real-world contexts.</li> <li>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.</li> <li>d. Apply properties of operations as strategies to add and subtract rational numbers.</li> <li>7.NS.2* Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</li> </ul>   |  | Practice Coach 6-8<br><u>www.tenmarks.com</u><br><u>www.thatquiz.com</u><br>Pizzazz Pre-Algebra<br>Engage NY<br>Success to Ladders<br>Making Number Talks<br>Matter<br><u>www.khanacademy.co</u><br><u>m</u><br><u>https://www.illustrati</u><br><u>vemathematics.org/</u>                   |  |   |

Key: 🔳 Major Clusters; 🧇 Supporting Clusters; 🍀 Additional Clusters

7<sup>th</sup> Grade

|             | a*. Understand that multiplication is extended from       |                          | http://www.insidemat    |                         |
|-------------|---|--------------------------|-------------------------|-------------------------|
|             | fractions to rational numbers by requiring that           | A. Distributive Property | hematics.org/           |                         |
| The         | operations continue to satisfy the properties of          | B. Interpret Products    | http://www.learningu    |                         |
| Number      | operations, particularly the distributive property,       |                          | pgrade.com/algebrau     |                         |
| System      | leading to products such as (-1)(-1) = 1 and the rules    |                          | <u>p/au_index.asp</u>   |                         |
|             | for multiplying signed numbers. Interpret products of     |                          |                         |                         |
|             | rational numbers by describing real-world contexts.       |                          | www.hoodamath.com       |                         |
|             |   |                          | www.coolmath.com        |                         |
|             | b. Understand that integers can be divided, provided      |                          |                         |                         |
|             | that the divisor is not zero, and every quotient of       |                          | https://learnzillion.co |                         |
|             | integers (with non-zero divisor) is a rational number. If |                          | m/resources/73932       |                         |
|             | 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. (PBA, EOY, No)      |                          |                         |                         |
|             |   |                          |                         |                         |
|             | d. Convert a rational number to a decimal using long      |                          |                         |                         |
|             | division; know that the decimal form of a rational        |                          |                         | Expressions and         |
|             | number terminates in 0s or eventually repeats.            |                          |                         | Equations               |
|             |   |                          |                         |                         |
|             | 7.NS.3 Solve real-world and mathematical problems         |                          |                         | 🔳 <mark>A. Use</mark>   |
|             | involving the four operations with rational numbers.      |                          |                         | properties of           |
|             |   |                          |                         | operations to           |
|             | Use properties of operations to generate equivalent       |                          |                         | <mark>generate</mark>   |
| Expressions | expressions.  |                          |                         | <mark>equivalent</mark> |
| and         |   |                          |                         | expressions.            |
| Equations   | 7.EE.1 Apply properties of operations as strategies to    |                          |                         |                         |
|             | add, subtract, factor, and expand linear expressions      |                          |                         | B. Solve real-          |
|             | with rational coefficients.                               |                          |                         | life and                |
|             |   |                          |                         | mathematical            |
|             |   |                          |                         | problems using          |
|             |   |                          |                         | numerical and           |
|             |   |                          |                         | algebraic               |
|             |   |                          |                         | expressions and         |
|             |   |                          |                         | equations.              |

Key: E Major Clusters; Supporting Clusters; K 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. P a g e 10

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 &<br>Supplemental)   | ASSESSMENTS<br>(Formative and<br>Summative)  | PARCC<br>FRAMEWORK   |
| Ratios and<br>Proportions | Analyze proportional relationships and use them to<br>solve real-world and mathematical problems.<br>7.RP.1 Compute unit rates associated with ratios of<br>fractions, including ratios of lengths, areas and other<br>quantities measured in like or different units. For<br>example, if a person walks $1/2$ mile in each $1/4$ hour,<br>compute the unit rate as the complex fraction $1/2/1/4$<br>miles per hour, equivalently 2 miles per hour.<br>7.RP.2 * Recognize and represent proportional<br>relationships between quantities are in a proportional<br>relationship, e.g., by testing for equivalent ratios in a<br>table or graphing on a coordinate plane and observing<br>whether the graph is a straight line through the origin.<br>b. Identify the constant of proportionality (unit rate) in<br>tables, graphs, equations, diagrams, and verbal<br>descriptions of proportional relationships.<br>c. Represent proportional relationships.<br>c. Represent proportional relationships.<br>c. Represent proportional relationships by equations.<br>For example, if total cost t is proportional to the<br>number n of items purchased at a constant price p, the<br>relationship between the total cost and the number of<br>items can be expressed as t = pn.<br>d. Explain what a point (x, y) on the graph of a<br>proportional relationship means in terms of the<br>situation, with special attention to the points (0, 0) and<br>(1, r) where r is the unit rate. | <ul> <li>A. Test for equivalent ratios in a table</li> <li>B. Test for equivalent ratios in a graph on a coordinate plane</li> <li>A. Tables and equations</li> <li>B. Diagrams and verbal descriptions</li> </ul> | Core Adapted<br>College Preparatory<br>Math (CPM)<br>Chapter 4, 5, 6<br>Supplement<br>Connected<br>Mathematics<br>Textbook<br>www.kutasoftware.com<br>www.kutasoftware.com<br>www.kutasoftware.com<br>www.kutasoftware.com<br>Triumph Learning:<br>Common Core<br>Crosswalk Coach 6-8<br>Common Core Buckle<br>Down 6-8<br>Common Core Buckle<br>Down 6-8<br>Common Core<br>Practice Coach 6-8<br>www.tenmarks.com<br>www.thatquiz.com<br>Pizzazz Pre-Algebra<br>Engage NY<br>Success to Ladders<br>Making Number Talks<br>Matter<br>www.khanacademy.c<br>om<br>https://www.illustrati<br>vemathematics.org/ | FORMATIVE<br>College<br>Preparatory Math<br>(CPM)<br>Chapter 4, 5, 6<br>MATH TASK<br>SUMMATIVE<br>Triumph Learning<br>Assessment<br>Common Core<br>Coach 6-8 | Ratios and<br>Proportions<br>A. Analyze<br>proportional<br>relationships and<br>use them to solve<br>real-world and<br>mathematical<br>problems. |

Key: 🔳 Major Clusters; 🧇 Supporting Clusters; 🍀 Additional Clusters

7<sup>th</sup> Grade

|             | Solve real-life and mathematical problems using                   |                         |                       |
|-------------|---|-------------------------|-----------------------|
|             | numerical and algebraic expressions and equations.                | http://www.learningu    | Expressions &         |
| Expressions |   | pgrade.com/algebrau     | Equations             |
| &           | 7.EE.4 * Use variables to represent quantities in a real-         | <u>p/au_index.asp</u>   | 📕 <mark>A. Use</mark> |
| Equations   | world or mathematical problem, and construct simple               |                         | properties of         |
|             | equations and inequalities to solve problems by                   | www.hoodamath.com       | operations to         |
|             | reasoning about the quantities.                                   | www.coolmath.com        | <mark>generate</mark> |
|             |   | 1                       | equivalent            |
|             | a. Solve word problems leading to equations of the                | https://learnzillion.co | expressions.          |
|             | form $px + q = r$ and $p(x + q) = r$ , where $p, q$ , and $r$ are | m/resources/73932       |                       |
|             | specific rational numbers. Solve equations of these               |                         | B. Solve real-        |
|             | forms fluently. Compare an algebraic solution to an               |                         | life and              |
|             | and interview of the sector approach. For example, the            |                         | nrobloms using        |
|             | nerimeter of a rectangle is 54 cm. Its length is 6 cm             |                         | numerical and         |
|             | What is its width?  |                         | algebraic             |
|             |   |                         | expressions and       |
|             | Apply and extend previous understandings of                       |                         | equations.            |
|             | operations with fractions to add, subtract, multiply, and         |                         |                       |
|             | divide rational numbers.  |                         |                       |
| The         |   |                         |                       |
| Number      | 7.NS.1 * Apply and extend previous understandings of              |                         |                       |
| System      | addition and subtraction to add and subtract rational             |                         |                       |
|             | numbers; represent addition and subtraction on a                  |                         |                       |
|             | horizontal or vertical number line diagram.                       |                         |                       |
|             | d. Apply properties of operations as strategies to add            |                         |                       |
|             | and subtract rational numbers.                                    |                         |                       |
|             |   |                         |                       |
|             | 7.NS.2 * Apply and extend previous understandings of              |                         |                       |
|             | divide rational numbers   |                         |                       |
|             | C Apply properties of operations as strategies to                 |                         |                       |
|             | multiply and divide rational numbers                              |                         |                       |
|             |   |                         |                       |
|             |   |                         |                       |
|             |   |                         |                       |
|             |   |                         |                       |
|             |   |                         |                       |

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.

|             |  | 7 <sup>th</sup> Grade |  |                       |
|-------------|--|-----------------------|--|-----------------------|
| Equations   | Use properties of operations to generate equivalent    |                       |  | Equations and         |
| and         | expressions.   |                       |  | Expressions           |
| Expressions |  |                       |  | A. Apply and          |
|             | 7.EE.1 Apply properties of operations as strategies to |                       |  | extend previous       |
|             | add, subtract, factor, and expand linear               |                       |  | understandings o      |
|             | expressions with rational coefficients.                |                       |  | operations with       |
|             |  |                       |  | fractions to add,     |
|             |  |                       |  | subtract, multiply    |
|             |  |                       |  | and                   |
|             |  |                       |  | divide rational       |
|             |  |                       |  | <mark>numbers.</mark> |
|             |  |                       |  |                       |

Key: Major Clusters; Supporting Clusters; Key: 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. P a g e 13

|                                 |   | 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 &<br>Supplemental)   | ASSESSMENTS<br>(Formative and<br>Summative)  | PARCC<br>FRAMEWORK  |
| Ratios<br>and<br>Proportions    | <ul> <li>Analyze proportional relationships and use them to solve real-world and mathematical problems.</li> <li>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.</li> </ul>  | A. Simple<br>interest/Tax/Gratuities<br>& commissions/Fees<br>B. Markups and<br>markdowns/Percent<br>increase &                               | Core Adapted<br>College Preparatory<br>Math (CPM)<br>Chapter 4, 6, 7<br>Supplement<br>Connected<br>Mathematics<br>Textbook   | FORMATIVE<br>College<br>Preparatory Math<br>(CPM)<br>Chapter 4, 6, 7<br>MATH TASK<br>SUMMATIVE<br>Triumph Learning | Ratios and<br>Proportional<br>Relationships<br>A. Analyze<br>proportional<br>relationships and<br>use them to solve<br>real-world and<br>mathematical |
| Expressions<br>and<br>Equations | Use properties of operations to generate equivalent<br>expressions.<br>7.EE.2 Understand that rewriting an expression in<br>different forms in a problem context can shed light on<br>the problem and how the quantities in it are related.<br>(For example, a + 0.05a = 1.05a means that<br>"increase by 5%" is the same as "multiply by 1.05."<br>Solve real-life and mathematical problems using<br>numerical and algebraic expressions and equations.   | decrease/Percent error  | www.kutasoftware.co<br>m<br>www.ixl.com<br>www.teachertube.com<br>Triumph Learning:<br>Common Core<br>Crosswalk Coach 6-8<br>Common Core Buckle<br>Down 6-8<br>Common Core<br>Practice Coach 6-8<br>www.tenmarks.com | Assessment<br>Common Core<br>Coach 6-8   | problems.<br>Expressions and<br>Equations<br>A. Use<br>properties of<br>operations to<br>generate<br>equivalent<br>expressions.                       |
|                                 | 7.EE.3 * Solve multi-step real-life and mathematical<br>problems posed with positive and negative rational<br>numbers in any form (whole numbers, fractions, and<br>decimals), using tools strategically. Apply properties of<br>operations to calculate with numbers in any form;<br>convert between forms (whole numbers,<br>fractions, and decimals) as appropriate; assess the<br>reasonableness of answers using mental computation<br>and estimation strategies. (For example: If a<br>woman making \$25 an hour gets a 10% raise, she will | <ul> <li>A. Properties of operations</li> <li>B. Conversions</li> <li>C. Assess</li> <li>reasonableness with estimation strategies</li> </ul> | Pizzazz Pre-Algebra<br>Engage NY<br>Success to Ladders<br>Making Number Talks<br>Matter<br>www.khanacademy.co<br>m<br>https://www.illustrati<br>vemathematics.org/   |  | life and<br>mathematical<br>problems using<br>numerical and<br>algebraic<br>expressions and<br>equations.   |

Key: Major Clusters; Supporting Clusters; 🍀 Additional Clusters

7<sup>th</sup> Grade

| make an additional 1/10 of her salary an hour, or \$2.50<br>for a new salary of \$27.50. If you want to<br>place a towel bar 9 3/4 inches long in the center of a<br>door that is 27 1/2 inches wide, you will need to place<br>the bar 30.01 binches from each edge, this estimate<br>can be used as a check on the exact computation.)http://www.insidemat<br>http://www.learningu<br>paraelea.com/alkebrau<br>yala index.aso7.EE.4 * Use variables to represent quantities in a real-<br>world or mathematical problem, and construct simple<br>quations and inequalities to solve problems by<br>reasoning about the quantities.nealesconf alkebrau<br>www.hoodamath.com<br>www.coolmath.com<br>www.coolmath.com<br>m/resources/73932a. Solve word problems leading to equations of the<br>form px + q - r and p(x + q) = r, where p, q,<br>and r are specific rational numbers. Solve quations and<br>these forms fluently. Compare an algebraic<br>solution to an arithmetic solution, identifying the<br>sequence of the operations used in each approach. (For<br>example, the perimeter of a rectangle is 54 cm. Its<br>length is 6 cm. What is its<br>width?)A. Solve inequalities<br>B. Graph the solution<br>set of an inequality<br>to the inequality and interpret it in the context of the<br>problem. (For example: As a salesprson, you are paid<br>SO per week plus 52 per sale. This week you<br>want your pay to be at least 510. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)A. Solve inequalities<br>B. Graph the solution<br>set of an inequality<br>for the number of sales you need to make, and describe<br>the solutions.) |             |   |                       |                         |  |
|---|-------------|---|-----------------------|-------------------------|--|
| For a new salary of \$27.50. If you want to         Jace a toxel bor 19 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         Equations         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.         a. 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. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)         Solve real-life and mathematical problems using numerical and algebraic expressions and equations.         b*. Solve word problems leading to inequalities of the form px + q = r or px + q < r. where p, q, and rare specific rational numbers. Graph the solution set of an inequality of the inequality and interpret it in the context of the problem. (For example, the assesperson, you are paid SSO per week plues 53 per sale. This week you ware your app to be at least 5100. Write an inequality for the number of sales you need to make, and describe the solutions.)       A. Solve inequalities inequality for the number of sales you need to make, and describe the solution set of an inequality  |             | make an additional 1/10 of her salary an hour, or \$2.50  |                       | http://www.insidemat    |  |
| Expressions<br>&<br>bor that is 27 1/2 inches long in the center of a<br>door that is 27 1/2 inches wide, you will need to place<br>the bar about 9 inches from each edge; this estimate<br>can be used as a check on the exact computation.)http://www.learningu<br>pgrade.com/algebrau<br>D/au_index.asp7.EE.4 * Use variables to represent quantities in a real-<br>world or mathematical problems part equations and inequalities to solve problems by<br>reasoning about the quantities.www.hoodamath.com<br>www.coolmath.com<br>www.coolmath.com<br>www.coolmath.coma. Solve word problems leading to equations of the<br>form px + q = r and p(x + q) = r, where p, q,<br>and r are specific rational numbers. Solve equations of<br>these forms fluently. Compare an algebraic<br>solution to an atthematical problems using<br>numerical and algebraic expressions and equatities of<br>the is gequence of the operations used in each approach. (For<br>example, the perimeter of a rectangle is 54 cm. Its<br>length is 6 cm. What is its<br>width?)A. Solve inequalities<br>B. Graph the solution set<br>of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>SSO per week plus S3 per sale. This week you<br>want your pay to be at least 5100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)A. Solve inequalities<br>b. Graph the solution set of an<br>inequality   |             | for a new salary of \$27.50. If you want to               |                       | hematics.org/           |  |
| Expressions<br>&       door that is 27 1/2 inches wide, you will need to place<br>the bar about 9 inches from each edge; this estimate<br>can be used as a check on the exact computation.)       pgrade.com/algebrau<br>p/au.index.asp         7.EE.4 * Use variables to represent quantities in a real-<br>world or mathematical problem, and construct simple<br>equations and inequalities to solve problems by<br>reasoning about the quantities.       mwww.coolmath.com         a. Solve word problems leading to equations of the<br>form px + q = r and p(x + q) = r, where p, q,<br>and r are specific rational numbers. Solve equations of<br>these forms fluently. Compare an algebraic<br>solution to an arthmetic solution, identifying the<br>sequence of the operations used in each approach. (For<br>example, the perimeter of a rectangle is 54 cm. Its<br>length is 6 cm. What is its<br>width?)       A. Solve inequalities<br>B. Graph the solutions<br>set of an inequality<br>mumerical and algebraic expressions and equations.         b*. Solve word problems leading to inequalities of the<br>problem. (For example: As a alsepserson, you are paid<br>SSO per week plus S3 per sale. This week you<br>want your pay to be at leads 100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)       A. Solve inequalities<br>B. Graph the solution<br>set of an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)  |             | place a towel bar 9 3/4 inches long in the center of a    |                       | http://www.learningu    |  |
| &       the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.)       p/au_index.asp         Fequations       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.       mww.hoodamath.com         a. Solve word problems leading to equations of the form px 4 = r and p(x 4) = 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. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)       A. Solve inequalities of the form px 4 < r or px 4 < r, where p, q, and r are specific rational numbers. Graph the solutions at mequality and interpret it in the context of the problem. (For example, the solution set of an inequality for the number of sales you need to make, and describe the solutions.)       A. Solve inequalities to fan inequality for the number of sales you need to make, and describe the solutions.)  | Expressions | door that is 27 1/2 inches wide, you will need to place   |                       | pgrade.com/algebrau     |  |
| Equations       can be used as a check on the exact computation.)         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.       www.hoodamath.com         a. 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 and process hap proach. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)       https://learnzillion.co         Solve real-life and mathematical problems using numerical and algebraic expressions and equations.       A. Solve inequalities         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 an inequality of the inequality and interpret it in the context of the solution set of an inequality for the numbers. Srape the solution set of an inequality for the number of sales you need to make, and describe the solution set.)       A. Solve inequalities in an equality for the number of sales you need to make, and describe the solution set.   | &           | the bar about 9 inches from each edge; this estimate      |                       | p/au_index.asp          |  |
| 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.       www.boodmath.com         a. 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, identifying the sequence of the operations used in each approach. (For example, the perimeter of a rectangle is 54 cm. Its length is 5 cm. What is its width?)       A. Solve inequalities         Solve real-life and mathematical problems using numerical and algebraic expressions and equations.       A. Solve inequalities         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. Selve expressions and equations.       A. Solve inequalities         b. Solve neal-life and mathematical problems using numerical and algebraic expressions and equations et of an inequality for the number of sales you need to make, and describe the solution set of an inequality for the number of sales you need to make, and describe the solutions.)       A. Solve inequalities         b. Graph the solution set of an inequality for the number of sales you need to make, and describe the solutions.)       Interpret the solution set of an inequality for the number of sales you need to make, and describe the solutions.)   | Equations   | can be used as a check on the exact computation.)         |                       |                         |  |
| 7.EE 4 * Use variables to represent quantities in a real-<br>world or mathematical problem, and construct simple<br>equations and inequalities to solve problems by<br>reasoning about the quantities.www.coolmath.coma. Solve word problems leading to equations of the<br>form $px + q = r$ and $p(x + q) = r$ , where $p, q$ ,<br>and $r are specific rational numbers. Solve equations ofthese forms fluently. Compare an algebraicsolution to an arithmetic solution, identifying thesequence of the operations used in each approach. (Forexample, the perimeter of a rectangle is 54 cm. Itslength is 6 cm. What is itswidth?)A. Solve inequalitiesbe solve word problems leading to inequalities of theform px + q > r or px + q < r, where p, q, and rarespecific rational numbers. Graph the solution setof the inequality and interpret it in the context of theproblem. (For example: As a salesperson, you are paidSSD per week plus S3 per sale. This week youwant your pay to be at least $100. Write an inequalityfor the number of sales you need to make, and describethe solutions.)A. Solve inequalitiesb. Solve inequalitiesb. Cample: As a salesperson, you are paidSSD per week plus S3 per sale. This week youwant your pay to be at least $100. Write an inequalityfor the number of sales you need to make, and describethe solutions.)A. Solve inequalitiesb. Solve inequalityc. Interpret thesolution set of aninequality$  |             |   |                       | www.hoodamath.com       |  |
| world or mathematical problem, and construct simple<br>equations and inequalities to solve problems by<br>reasoning about the quantities.https://learnzillion.co<br>m/resources/73932a. Solve word problems leading to equations of the<br>form $px + q = r$ and $p(x + q) = r$ , where $p, q$ ,<br>and r are specific rational numbers. Solve equations of<br>these forms fluently. Compare an algebraic<br>solution to an arithmetic solution, identifying the<br>sequence of the operations used in each approach. (For<br>example, the perimeter of a rectangle is 54 cm. Its<br>length is 6 cm. What is its<br>width?)A. Solve inequalities<br>B. Caybe the solution and the problems using<br>numerical and algebraic expressions and equations.b*. Solve word problems leading to inequalities of the<br>form $px + q > ror px + q < r$ , where $p, q,$ and $r$ are<br>specific rational numbers. Graph the solution set of an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)A. Solve inequalities<br>b. Solve explus S3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)  |             | 7.EE.4 * Use variables to represent quantities in a real- |                       | www.coolmath.com        |  |
| <ul> <li>equations and inequalities to solve problems by reasoning about the quantities.</li> <li>a. 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. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>b*. Solve word problems leading to inequalities of the form px + q &gt; r, where p, q, and r are specific rational numbers. Graph the solution set of an inequality and interpret it in the context of the problem. (For example: As a salesperson, you are pid SSD 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.)</li> </ul>   |             | world or mathematical problem, and construct simple       |                       |                         |  |
| reasoning about the quantities. a. 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. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?) Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 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 an 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.) A. Solve inequality and interpret is not an inequality for the number of sales you need to make, and describe the solutions.)   |             | equations and inequalities to solve problems by           |                       |                         |  |
| a. 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. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)<br>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.<br>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. (For example, tas 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.)   |             | reasoning about the quantities.                           |                       | https://learnzillion.co |  |
| <ul> <li>a. 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. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>b*. Solve word problems leading to inequalities of the form px + q &gt; r or px + q &lt; 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. (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.)</li> </ul>  |             |   |                       | m/resources/73932       |  |
| form $px + q = r$ and $p(x + q) = r$ , where $p, q$ ,<br>and $r$ are specific rational numbers. Solve equations of<br>these forms fluently. Compare an algebraic<br>solution to an arithmetic solution, identifying the<br>sequence of the operations used in each approach. (For<br>example, the perimeter of a rectangle is 54 cm. Its<br>length is 6 cm. What is its<br>width?)A. Solve real-life and mathematical problems using<br>numerical and algebraic expressions and equations.b*. Solve word problems leading to inequalities of the<br>form $px + q > r$ or $px + q < r$ , where $p, q$ , and $r$ are<br>  |             | a. Solve word problems leading to equations of the        |                       |                         |  |
| <ul> <li>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. (For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?)</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>b*. Solve word problems leading to inequalities of the form px + q &gt; r or px + q &lt; 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. (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.)</li> </ul>   |             | form $px + q = r$ and $p(x + q) = r$ , where p, q,        |                       |                         |  |
| <ul> <li>these forms fluently. Compare an algebraic</li> <li>solution to an arithmetic solution, identifying the</li> <li>sequence of the operations used in each approach. (For</li> <li>example, the perimeter of a rectangle is 54 cm. Its</li> <li>length is 6 cm. What is its</li> <li>width?)</li> <li>Solve real-life and mathematical problems using</li> <li>numerical and algebraic expressions and equations.</li> <li>b*. Solve word problems leading to inequalities of the</li> <li>form px + q &lt; r, where p, q, and r are</li> <li>specific rational numbers. Graph the solution set</li> <li>of the inequality and interpret it in the context of the</li> <li>problem. (For example: As a salesperson, you are paid</li> <li>S50 per week plus \$3 per sale. This week you</li> <li>want your pay to be at least \$100. Write an inequality</li> <li>for the number of sales you need to make, and describe</li> <li>the solutions.)</li> </ul>   |             | and r are specific rational numbers. Solve equations of   |                       |                         |  |
| <ul> <li>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?)</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>b*. Solve word problems leading to inequalities of the form px + q &gt; r or px + q &lt; 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. (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.)</li> </ul>  |             | these forms fluently. Compare an algebraic                |                       |                         |  |
| <ul> <li>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?)</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</li> <li>b*. Solve word problems leading to inequalities of the form px + q &gt; r or px + q &lt; 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. (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.)</li> </ul>  |             | solution to an arithmetic solution, identifying the       |                       |                         |  |
| example, the perimeter of a rectangle is 54 cm. Its<br>length is 6 cm. What is its<br>width?)<br>Solve real-life and mathematical problems using<br>numerical and algebraic expressions and equations.<br>b*. Solve word problems leading to inequalities of the<br>form px + q > r or px + q < r, where p, q, and r are<br>specific rational numbers. Graph the solution set<br>of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)  |             | sequence of the operations used in each approach. (For    |                       |                         |  |
| length is 6 cm. What is its width?)         Solve real-life and mathematical problems using numerical and algebraic expressions and equations.         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. (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.)       A. Solve inequalities   |             | example, the perimeter of a rectangle is 54 cm. Its       |                       |                         |  |
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| Solve real-life and mathematical problems using<br>numerical and algebraic expressions and equations.<br>b*. Solve word problems leading to inequalities of the<br>form px + q > r or px + q < r, where p, q, and r are<br>specific rational numbers. Graph the solution set<br>of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)   |             | width?)   |                       |                         |  |
| Solve real-life and mathematical problems using<br>numerical and algebraic expressions and equations.A. Solve inequalities<br>B. Graph the solution<br>set of an inequality<br>of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)A. Solve inequalities<br>B. Graph the solution<br>set of an inequality<br>c. Interpret the<br>solution set of an<br>inequality  |             |   |                       |                         |  |
| numerical and algebraic expressions and equations.b*. Solve word problems leading to inequalities of the<br>form px + q > r or px + q < r, where p, q, and r are<br>specific rational numbers. Graph the solution set<br>of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)A. Solve inequalities<br>B. Graph the solution<br>set of an inequality<br>C. Interpret the<br>solution set of an<br>inequality  |             | Solve real-life and mathematical problems using           |                       |                         |  |
| 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. (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.)   |             | numerical and algebraic expressions and equations.        |                       |                         |  |
| b*. Solve word problems leading to inequalities of the<br>form px + q > r or px + q < r, where p, q, and r are<br>specific rational numbers. Graph the solution set<br>of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)A. Solve inequalities<br>B. Graph the solution<br>set of an inequality<br>C. Interpret the<br>solution set of an<br>inequality  |             |   |                       |                         |  |
| form px + q > r or px + q < r, where p, q, and r are<br>specific rational numbers. Graph the solution set<br>of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)B. Graph the solution<br>set of an inequality<br>C. Interpret the<br>solution set of an<br>inequality   |             | b*. Solve word problems leading to inequalities of the    | A. Solve inequalities |                         |  |
| specific rational numbers. Graph the solution set<br>of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)set of an inequality<br>c. Interpret the<br>solution set of an<br>inequality  |             | form px + q > r or px + q < r, where p, q, and r are      | B. Graph the solution |                         |  |
| of the inequality and interpret it in the context of the<br>problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)   |             | specific rational numbers. Graph the solution set         | set of an inequality  |                         |  |
| problem. (For example: As a salesperson, you are paid<br>\$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)   |             | of the inequality and interpret it in the context of the  | C. Interpret the      |                         |  |
| \$50 per week plus \$3 per sale. This week you<br>want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)inequality  |             | problem. (For example: As a salesperson, you are paid     | solution set of an    |                         |  |
| want your pay to be at least \$100. Write an inequality<br>for the number of sales you need to make, and describe<br>the solutions.)  |             | \$50 per week plus \$3 per sale. This week you            | inequality            |                         |  |
| for the number of sales you need to make, and describe the solutions.)  |             | want your pay to be at least \$100. Write an inequality   |                       |                         |  |
| the solutions.)   |             | for the number of sales you need to make, and describe    |                       |                         |  |
|   |             | the solutions.)   |                       |                         |  |
|   |             |   |                       |                         |  |
|   |             |   |                       |                         |  |
|   |             |   |                       |                         |  |

Key: Major Clusters; Supporting Clusters; Key: Additional Clusters; Key: Major 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. P a g e 15

|          |   | 7 <sup>th</sup> Grade  |  |  |   |
|----------|---|--|--|--|---|
| UNIT 4   | Start: 12/14/2016 Teaching Days: 34   |  | Remediation Days: 2  |  | End: 2/15/2017  |
| DOMAIN   | COMMON CORE STATE STANDARDS   | FOCUS  | RESOURCES (Core &<br>Supplemental)   | ASSESSMENTS<br>(Formative and<br>Summative)  | PARCC<br>FRAMEWORK  |
| Geometry | <ul> <li>Draw, construct and describe geometrical figures and describe the relationships between them.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Solve real-life and mathematical problems involving</li> </ul> | A. Angles<br>B. Sides  | Core Adapted<br>College Preparatory<br>Math (CPM)<br>Chapter 9<br>Supplement<br>Connected<br>Mathematics<br>Textbook<br>www.kutasoftware.c<br>Om<br>www.kutasoftware.c<br>Om<br>www.ixl.com<br>www.teachertube.com<br>Triumph Learning:<br>Common Core<br>Crosswalk Coach 6-8<br>Common Core Buckle<br>Down 6-8<br>Common Core<br>Practice Coach 6-8<br>www.tenmarks.com | FORMATIVE<br>College<br>Preparatory Math<br>(CPM)<br>Chapter 9<br>MATH TASK<br>SUMMATIVE<br>Triumph Learning<br>Assessment<br>Common Core<br>Coach 6-8 | Geometry<br>A. Draw, construct and describe geometrical figures and describe the relationships between them.<br>B. Solve real- life and mathematical problems involving angle measure, area, surface area and volume. |
|          | <ul> <li>angle measure, area, surface area, and volume.</li> <li>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.</li> <li>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.</li> </ul>  | <ul> <li>A. Know and use the formulas</li> <li>B. Derive the formulas</li> <li>A. Write simple equations</li> <li>B. Solve simple equations</li> </ul> | www.thatquiz.com<br>Pizzazz Pre-Algebra<br>Engage NY<br>Success to Ladders<br>Making Number Talks<br>Matter<br>www.khanacademy.c<br>om<br>https://www.illustrati<br>vemathematics.org/   |  |   |

Key: 🔳 Major Clusters; 🧇 Supporting Clusters; 🍀 Additional Clusters

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

|          |   |                        | http://www.insidema     |
|----------|---|------------------------|-------------------------|
|          | 7.G.6 * Solve real-world and mathematical problems  | A. Area with 2-D       | thematics.org/          |
| Geometry | involving area, volume and surface area of two- and | figures                | http://www.learning     |
|          | three-dimensional objects composed of triangles,    | B. Volume of 3-D       | upgrade.com/algebra     |
|          | quadrilaterals, polygons, cubes, and right prisms.  | objects                | up/au_index.asp         |
|          |   | C. Surface area of 3-D |                         |
|          |   | objects                | www.hoodamath.com       |
|          |   |                        | www.coolmath.com        |
|          |   |                        |                         |
|          |   |                        |                         |
|          |   |                        | https://learnzillion.co |
|          |   |                        | m/resources/73932       |
|          |   |                        |                         |
|          |   |                        |                         |
|          |   | 1                      |                         |

Key: Major Clusters; Supporting Clusters; Key: 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. P a g e 17

7<sup>th</sup> Grade UNIT 5 **Remediation Days: 3** Start: 2/16/2017 **Teaching Days: 33** End: 4/11/2017 DOMAIN COMMON CORE STATE STANDARDS FOCUS **RESOURCES** (Core & ASSESSMENTS PARCC Supplemental) FRAMEWORK (Formative and Summative) Use random sampling to draw inferences about a **Core Adapted** FORMATIVE Statistics and **College Preparatory** College Probability population. A. Use random Math (CPM) **Preparatory Math** Chapter 1, 2, 4, 5, 7, sampling to draw **Statistics** 7.SP.1 Understand that statistics can be used to gain (CPM) 8 Chapter 1, 2, 4, 5, inferences about information about a population by examining a and sample of the population; generalizations about a a population. Probability Supplement 7, 8 MATH TASK population from a sample are valid only if the sample is Connected representative of that population. Understand that Mathematics SUMMATIVE 🍀 B. Draw random sampling tends to produce representative Textbook **Triumph Learning** informal www.kutasoftware.c Assessment samples and support valid inferences. comparative Common Core om inferences about 7.SP.2 Use data from a random sample to draw www.ixl.com Coach 6-8 two populations. www.teachertube.com inferences about a population with an unknown characteristic of interest. Generate multiple samples Triumph Learning: C. Investigate (or simulated samples) of the same size to gauge the Common Core chance processes Crosswalk Coach 6-8 variation in estimates or predictions. (For example, and develop, use, Common Core Buckle estimate the mean word length in a and evaluate Down 6-8 book by randomly sampling words from the book; probability Common Core predict the winner of a school election based models. Practice Coach 6-8 on randomly sampled survey data. Gauge how far off www.tenmarks.com the estimate or prediction might be.) www.thatguiz.com Pizzazz Pre-Algebra Draw informal comparative inferences about two Engage NY populations. Success to Ladders 7.SP.3 Informally assess the degree of visual overlap of Making Number Talks two numerical data distributions with similar variability, Matter measuring the difference between the centers by expressing it as a multiple of a measure of variability. www.khanacademy.c (For example, the mean height of players on the om https://www.illustrati basketball team is 10 cm vemathematics.org/ greater than the mean height of players on the soccer

Key: 🔳 Major Clusters; 🧶 Supporting Clusters; 🗰 Additional Clusters

7<sup>th</sup> Grade

|          | team, about twice the variability (mean                     | http://www.insidema     |   |  |
|----------|---|-------------------------|---|--|
|          | absolute deviation) on either team; on a dot plot, the      | thematics.org/          |   |  |
|          | separation between the two distributions of heights is      | http://www.learning     |   |  |
| Geometry | noticeable.)  | upgrade.com/algebra     |   |  |
|          |   | up/au_index.asp         |   |  |
|          | 7.SP.4 Use measures of center and measures of               |                         |   |  |
|          | variability for numerical data from random samples to       | www.hoodamath.com       |   |  |
|          | draw informal comparative inferences about two              | www.coolmath.com        |   |  |
|          | populations. (For example, decide whether the               |                         |   |  |
|          | words in a chapter of a seventh-grade science book are      | https://learnzillion.co |   |  |
|          | generally longer than the words in a chapter of a           | m/resources/73932       |   |  |
|          | fourth-grade science book.)                                 |                         |   |  |
|          | , , , , , , , , , , , , , , , , , , ,                       |                         |   |  |
|          | Investigate chance processes and develop,                   |                         |   |  |
|          | use, and evaluate probability models.                       |                         |   |  |
|          | 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.  |                         |   |  |
|          | - · · · , · · · · · · · · · · · · · · ·                     |                         |   |  |
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Key: Major Clusters; Supporting Clusters; Madditional 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. P a g e 19

|          |  | 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 &<br>Supplemental)   | ASSESSMENTS<br>(Formative and<br>Summative)  | PARCC<br>FRAMEWORK  |
| Geometry | 7.G.4 * Know the formulas for the area and<br>circumference of a circle and use them to solve<br>problems; give an informal derivation of the<br>relationship between the circumference and area of a<br>circle.   | A. Know and use the<br>formulas<br>B. Derive the formulas  | Core Adapted<br>College Preparatory<br>Math (CPM)<br>Chapter 1, 2, 5, 6, 8,<br>9   | FORMATIVE<br>College<br>Preparatory Math<br>(CPM)<br>Chapter 1, 2, 5, 6,<br>8, 9 MATH TASK | Geometry<br>A. Draw,<br>construct and<br>describe<br>geometrical<br>figures and   |
|          | <ul> <li>7.G.5 * Use facts about supplementary,<br/>complementary, vertical, and adjacent angles in a<br/>multi-step problem to write and solve simple equations<br/>of an unknown angle in a figure.</li> <li>7.G.6 * Solve real-world and mathematical problems<br/>involving area, volume and surface area of two- and<br/>three-dimensional objects composed of triangles,<br/>quadrilaterals, polygons, cubes, and right prisms.</li> <li>Use random sampling to draw inferences about a<br/>population.</li> <li>7.SP.2 Use data from a random sample to draw<br/>inferences about a population with an unknown<br/>characteristic of interest. Generate multiple samples</li> </ul> | <ul> <li>A. Write simple<br/>equations</li> <li>B. Solve simple<br/>equations</li> <li>A. Area with 2-D figures</li> <li>B. Volume of 3-D objects</li> <li>C. Surface area of 3-D<br/>objects</li> </ul> | Supplement<br>Connected<br>Mathematics<br>Textbook<br>www.kutasoftware.c<br>om<br>www.ixl.com<br>www.teachertube.com<br>Triumph Learning:<br>Common Core<br>Crosswalk Coach 6-8<br>Common Core Buckle<br>Down 6-8<br>Common Core<br>Practice Coach 6-8 | <b>SUMMATIVE</b><br>Triumph Learning<br>Assessment<br>Common Core<br>Coach 6-8             | figures and<br>describe the<br>relationships<br>between them.<br>B. Solve real-<br>life and<br>mathematical<br>problems<br>involving angle<br>measure, area,<br>surface area and<br>volume. |
|          | (or simulated samples) of the same size to<br>gauge the variation in estimates or predictions. (For<br>example, estimate the mean word length in a<br>book by randomly sampling words from the book;<br>predict the winner of a school election based on<br>randomly sampled survey data. Gauge how far off the<br>estimate or prediction might be.)   |  | www.termarks.com<br>www.thatquiz.com<br>Pizzazz Pre-Algebra<br>Engage NY<br>Success to Ladders<br>Making Number Talks<br>Matter<br>www.khanacademy.c<br>om<br>https://www.illustrati   |  |   |

Key: 🔳 Major Clusters; 🧇 Supporting Clusters; 🍀 Additional Clusters

7<sup>th</sup> Grade

|          | Draw informal comparative inferences about two         |   | vemathematics.org/      |   |  |
|----------|--|---|-------------------------|---|--|
| Geometry | populations.   |   | http://www.insidema     |   |  |
|          |  |   | thematics.org/          |   |  |
|          | 7.SP.4 Use measures of center and measures of          |   | http://www.learning     |   |  |
|          | variability for numerical data from random samples to  |   | upgrade.com/algebra     |   |  |
|          | draw informal comparative inferences about two         |   | up/au index.asp         |   |  |
|          | populations. (For example, decide whether the          |   |                         |   |  |
|          | words in a chapter of a seventh-grade science book are |   | www.hoodamath.com       |   |  |
|          | generally longer than the words in a chapter of a      |   | www.coolmath.com        |   |  |
|          | fourth-grade science book.)                            |   |                         |   |  |
|          |  |   | https://learnzillion.co |   |  |
|          |  |   | m/resources/73932       |   |  |
|          |  |   |                         |   |  |
|          |  |   |                         |   |  |
|          |  |   |                         |   |  |
|          |  |   |                         |   |  |
|          |  | 1 | 1                       | 1 |  |

\*\*Pacing guide reference: http://commoncore.bryantschools.org/index.php/grades-6-8/

