

Readington Township Public Schools

Seventh Grade and Advanced Grade 6 Math

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I. OVERVIEW

The Seventh Grade and Advanced Grade 6 Math course is directly aligned with the New Jersey Student Learning Standards (“NJSLS”) for grade 7. Through their work in this course, students will understand and apply their knowledge in real world applications. Focus will be on the content as specified in the NJSLS, as well as the NJSLS Practice Standards. The Practice Standards focus on the development of competencies used by mathematicians in all grades and throughout life.

Students in this course will develop understanding of and apply proportional relationships including percent problems. Students will develop understanding of operations with rational numbers and work with expressions and linear equations. Students will solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. Students in this course will make inferences based on samples, and examine probability models.

II. STUDENT OUTCOMES (Linked to [New Jersey Student Learning Standards for Mathematics](#)) MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

RATIOS & PROPORTIONAL RELATIONSHIPS (7.RP)

Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
2. 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.
 - a. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - b. Represent proportional relationships by equations.
 - c. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.
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.

THE NUMBER SYSTEM (7.NS)

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of operations with fractions.

- a. Describe situations in which opposite quantities combine to make 0. *For example, In the first round of a game, Maria scored 20 points. In the second round of the same game, she lost 20 points. What is her score at the end of the second round?*
 - b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
 - c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
 - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
 - c. Apply properties of operations as strategies to multiply and divide rational numbers.
 - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
 3. Solve real-world and mathematical problems involving the four operations with rational numbers.

EXPRESSIONS & EQUATIONS (7.EE)

Use properties of operations to generate equivalent expressions.

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

GEOMETRY (7.G)

Draw, construct, and describe geometrical figures and describe the relationships between them.

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.
2. Draw (with technology, with ruler and protractor as well as freehand) 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.
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.
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.

5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
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.

STATISTICS & PROBABILITY (7.SP)

Use random sampling to draw inferences about a population.

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.
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.
3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
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 $\frac{1}{2}$ indicates an event that is neither unlikely or likely, and a probability near 1 indicates a likely event.
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.
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
 - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
 - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
 - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
 - b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
 - c. Design and use a simulation to generate frequencies for compound events

III. ESSENTIAL QUESTIONS AND CONTENT

The Number System

- How can I represent addition and subtraction on a horizontal or vertical number line?
- How can I interpret sums of rational numbers in real-world situations?
- How can I show that the distance between two rational numbers on the number line is the absolute value of their difference?
- How do I multiply and divide signed numbers?
- How do I use division to convert a rational number to a decimal?
- How do I add and subtract rational numbers?
- How do I multiply and divide rational numbers using the properties of operations?
- How can I apply the convention of order of operations to add, subtract, multiply, and divide rational numbers?
- How do I solve real-world problems involving the four operations with rational numbers?

Expressions and Equations

- How can I add and subtract linear expressions having rational coefficients, using properties of operations?
- How do I factor and expand linear expressions having rational coefficients, using properties of operations?

- How do I write expressions in equivalent forms to shed light on the problem and interpret the relationship between the quantities in the context of the problem?
- How can I solve multi-step real-life problems and mathematical problems using rational numbers in any form?
- How do I convert between decimals and fractions and apply properties of operations when calculating rational numbers?
- How do I estimate to determine the reasonableness of answers?
- How do I compare an arithmetic solution to a word problem to the algebraic solution for the word problem, identifying the sequence of operations in each solution?
- How do I write and fluently solve an equation of the form $px + q = r$ or $p(x + q) = r$ in order to solve a word problem?
- How do I write an inequality of the form $px + q > r$, $px + q < r$, $px + q \geq r$, or $px + q \leq r$ to solve a word problem?
- How do I graph the solution set of the inequality?
- How do I interpret the solution to an inequality in the context of the problem?

Ratios and Proportional Relationships

- How can I compute unit rates with ratios of fractions?
- How can I compute unit rates with ratios of fractions representing measurement quantities in both like and different units of measure?
- How can I use tables and graphs to determine if two quantities are in a proportional relationship?
- How do I identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships?
- How do I write equations representing proportional relationships?
- How do I interpret the origin and $(1,r)$ on the graph of a proportional relationship in context?
- How do I interpret a point on the graph of a proportional relationship in context?
- How can I use proportions to solve multi-step percent problems including simple interest, tax, markups, discounts, gratuities, commissions, fees, percent increase, percent decrease, and percent error?
- How can I use proportions to solve multi-step ratio problems?
- How can I use ratios and proportions to create scale drawings?
- How can I reproduce a scale drawing at a different scale?
- How can I compute actual lengths and areas from a scale drawing?
- How do I solve problems involving scale drawings using populations?

Geometry

- How do I solve problems by finding the area and circumference of circles?
- How can I show that the area of a circle can be derived from the circumference?
- How can I use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations?
- How can I solve mathematical problems by writing and solving simple algebraic equations based on the relationships between and properties of angles (supplementary, complementary, vertical, and adjacent)?
- How can I solve real-world and mathematical problems involving area of two-dimensional objects composed of triangles, quadrilaterals, and polygons?
- How can I solve real-world and mathematical problems involving volume and surface area of three-dimensional objects composed of cubes and right prisms?
- How can I draw geometric shapes with given conditions, including constructing triangles from three measures of angles or sides?
- How do I recognize conditions determining a unique triangle, more than one triangle, or no triangle?
- How do I analyze three-dimensional shapes (right rectangular pyramids and prisms) by examining and describing all of the two-dimensional figures that result from slicing it at various angles?

Statistics and Probability

- How can I analyze and distinguish between representative and non-representative samples of a population?
- How do I analyze data from a sample to draw inferences about the population?
- How do I generate and analyze the variation in multiple samples of the same size?
- How can I locate, approximately, the measure of center (mean or median) of a distribution?
- How do I visually assess, given the distribution, the measure of spread (mean absolute deviation or interquartile range)?
- How do I visually compare two numerical data distributions and describe the degree of overlap?

- How do I measure or approximate the difference between the measures of center and express it as a multiple of a measure of variability?
- How can I use measures of center and variability to draw inferences and compare them about two populations?
- How can I draw conclusions about the likelihood of events given their probability?
- How can I collect data on chance processes, noting the long-run relative frequency?
- How can I predict the approximate relative frequency given the theoretical probability?
- How can I develop and use a uniform probability model to determine the probability of events?
- How do I develop (non-uniform) probability models by observing frequencies in data that has been generated from a chance process?
- How can I use organized lists, tables, and tree diagrams to represent sample spaces?
- How can I identify the outcomes in a sample space that make up the described event given a description of an event using everyday language?
- How can I design and use simulations to generate frequencies for compound events?

IV. STRATEGIES

The curriculum will be instructed through a variety of strategies, based in research on middle school learning and educational best practices. Students will be engaged in meaningful lessons and activities using guided and independent practice and cooperative learning. Students will participate in hands-on activities, use manipulatives or technology where appropriate, and participate actively in class discussions.

Teachers will encourage students to employ a number of problem-solving strategies, relevant to the situations they are in. They will demonstrate evidence of understanding through modeling, verbal descriptions and oral presentations. Students may also use tools of technology where needed to better enhance their ability to complete and defend their mathematical reasoning.

V. ACCOMMODATIONS

- [Accommodations and Modification Addendum](#)

VI. ASSESSMENTS

- **Formative**
 - o Independent student work
 - o Teacher Observations
 - o Class Participation
 - o Class Discussions
 - o Class Assignments
 - o Homework Assignments
 - o Notebooks
 - o Anecdotal Records
- **Summative**
 - o Quizzes
 - o Mid-Unit Test
 - o Unit Test
- **Alternative**
 - o Live Online Assessment Tools (Quizizz, Kahoot, Plickers, Quizlet, Brainpop)
 - o Student Projects
 - o Student Presentations
 - o Self-Assessments
- **Benchmark** (given September, March, and June)
 - o I-Ready Diagnostic
 - o Performance Assessments
 - o Reflex Mathematics

VII. MATERIALS

- Core

- o *Big Ideas Math 7* textbook (Ron Larson and Laurie Boswell; published by Big Ideas Learning)
- o Associated *Big Ideas Record and Practice Journal*
- **Supplemental Resources**
 - o Brain Pop
 - o IXL
 - o Explorelearning.com [Gizmos](#)
 - o Illustrative Mathematics (www.illustrativemathematics.org)

VIII. CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

The Number System

- **Career Ready Practices**
 - o Utilize critical thinking to make sense of problems and persevere in solving them.
Activity: Red Big Ideas Lesson 2.2 Exploration---students will utilize the Standards for Mathematical Practices to add rational numbers in real-life situations.
- **9.2 Career Awareness, Exploration, and Preparation**

9.2.8.CAP.20- Identify the items to consider when estimating the cost of funding a business.
Activity: Red Big Ideas Lesson 2.2 Example 4---students will use positive and negative numbers to examine whether a business has gains or losses over a period of time.
- **9.4 Life Literacies and Key Skills**

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
Activity: Red Big Ideas Lesson 1.3 Taking Math Deeper Project---students will research and create a digital chart of the high and low temperatures in their town for each month of the year; including the range of temperatures. Students will compare the temperatures to the historical data.
- **Computer Science**

8.1.8.DA.1- Organize and transform data collected using computational tools to make it usable for a specific purpose.
Activity: Red Big Ideas Lesson 1.1 Exploration---students will create mini-parachutes to introduce and explore the concepts of absolute value

Expressions and Equations

- **Career Ready Practices**
 - o Utilize critical thinking to make sense of problems and persevere in solving them.
Activity: Red Big Ideas Lesson 3.1 Example 4--students will simplify algebraic expressions in real-world applications.
- **9.2 Career Awareness, Exploration, and Preparation**

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
Activity: Red Big Ideas Lesson 3.4 Exploration Activity 3---students will examine how equations can be used in multiple careers in small groups.
- **9.4 Life Literacies and Key Skills**

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
Activity: Red Big Ideas Lesson 3.2 Taking Math Deeper---students gather data about the real-world cost of three different styles of floor tiles, write equations modeling the costs, make comparisons, and share their findings digitally.
- **Computer Science**

8.1.8.DA.1- Organize and transform data collected using computational tools to make it usable for a specific purpose.

Activity: Red Big Ideas Lesson 3.1 Exploration---students will create a spreadsheet and apply the properties of operations to simplify algebraic expressions.

Ratios and Proportional Relationships

- **Career Ready Practices**
 - Utilize critical thinking to make sense of problems and persevere in solving them.
Activity: Red Big Ideas Lesson 5.1 Exploration---students will utilize the Standards for Mathematical Practices to find ratios, rates, and unit rates in real-life situations.

- **9.2 Career Awareness, Exploration, and Preparation**

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
Activity: Red Big Ideas Lesson 5.4 Exploration---students will examine how proportions are used in scientific and culinary careers.

- **9.4 Life Literacies and Key Skills**

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
Activity: Red Big Ideas Lesson 5.1 Taking Math Deeper---students will gather data about different fire hydrants and their rates in gallons per minute. Students will explore why it is critical for firefighters to know the rate at which water comes out of the hydrant and share their findings with graphs or tables.

- **Computer Science**

8.1.8.DA.1- Organize and transform data collected using computational tools to make it usable for a specific purpose..
Activity: Red Big Ideas Lesson 5.3 Exploration---students will create a spreadsheet to analyze the relationship between heights and weights of batters and determine correct bat lengths.

Geometry

- **Career Ready Practices**
 - Utilize critical thinking to make sense of problems and persevere in solving them.
Activity: Red Big Ideas Lesson 8.3 Exploration---students will utilize the Standards for Mathematical Practices to find areas of circles and semi-circles.

- **9.2 Career Awareness, Exploration, and Preparation**

9.2.8.CAP.20- Identify the items to consider when estimating the cost of funding a business.
Activity: Red Big Ideas Lesson 8.2 Exploration Activity 3---students will write a bid for a tiling contract.

- **9.4 Life Literacies and Key Skills**

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem
Activity: Red Big Ideas Lesson 7.3 Exploration Activity 4---students will use geometry software to draw triangles with two given angle measures.

- **Computer Science**

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
Activity: Red Big Ideas Lesson 8.3 Taking Math Deeper---students will explore various outdoor exercise options for dogs and design a dog enclosure for their yards. Students will calculate the area and cost of their design.

Statistics and Probability

- **Career Ready Practices**
 - Use technology to enhance productivity, increase collaboration and communicate effectively.

Activity: Red Big Ideas Lesson 10.1 Exploration---students will utilize the Standards for Mathematical Practices to create and perform experiments to identify and count outcomes.

- **9.2 Career Awareness, Exploration, and Preparation**

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affects income.

Activity: Red Big Ideas Lesson 10.6 Taking Math Deeper---students will examine graphs and survey data of the future plans of students to make predictions and draw conclusions.

- **9.4 Life Literacies and Key Skills**

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

Activity: Red Big Ideas Lesson 10.4 Exploration Activity 2---students will find the number of possible outcomes of one or more events using password security.

- **Computer Science**

8.1.8.DA.5: Test, analyze, and refine computational models.

Activity: Red Big Ideas Lesson 10.5 Extension---students will design and use a simulation using the random number generator on a graphing calculator to generate frequencies for compound events.

IX. PACING

The Number System

Integers (15 days)

1. Integers and Absolute Value
2. Adding Integers
3. Subtracting Integers
4. Multiplying Integers
5. Dividing Integers

Rational Numbers (15 days)

1. Rational Numbers
2. Adding Rational Numbers
3. Subtracting Rational Numbers
4. Multiplying and Dividing Rational Numbers

Interdisciplinary Connections

NJSLS English Language Arts

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Activity: Red Big Ideas Lesson 2.4 Exploration Activity 4---students will write a story using all for operations of rational numbers.

Expressions and Equations

Expressions and Equations (13 days)

1. Algebraic Expressions
2. Adding and Subtracting Linear Expressions
3. Solving Equations Using Addition and Subtraction
4. Solving Equations Using Multiplication and Division
5. Solving Two-Step Equations

Inequalities (13 days)

1. Writing and Graphing Inequalities
2. Solving Inequalities Using Addition and Subtraction
3. Solving Inequalities Using Multiplication and Division

4. Solving Two-Step Inequalities

Interdisciplinary Connections:

NJSLS English Language Arts

W.7.2-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Activity: Red Big Ideas Lesson 3.1 Exploration Activity 4---students will write a lesson on simplifying an algebraic expression.

NJSLS Science

MS-LS2-2-Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Activity: Red Big Ideas Lesson 4.4 Taking Math Deeper exercise 22---students will write inequalities comparing the pounds of fish a killer whale eats in captivity versus it's normal ecosystem.

Ratios and Proportional Relationships

Ratios and Proportions (17 days)

1. Ratios and Rates
2. Proportions
3. Writing Proportions
4. Solving Proportions
5. Direct Variation

Percents (20 days)

1. Percents and Decimals
2. Comparing and Ordering Fractions, Decimals, and Percents
3. The Percent Proportion
4. The Percent Equation
5. Percents of Increase and Decrease
6. Discounts and Markups
7. Simple Interest

Interdisciplinary Connections:

NJSLS English Language Arts

RL.7.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Activity: Red Big Ideas Lesson 5.6 Exploration Activity 1---students will read an excerpt from *Gulliver's Travels* and use information from the story to create a graph between two quantities that vary directly.

NJSLS Science

MS-PS4-2-Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Activity: Red Big Ideas Lesson 6.1 Real Life Application number 4---students will compare the amount of UV rays reflected by various surfaces.

Geometry

Construction and Scale Drawings (10 days)

1. Adjacent and Vertical Angles
2. Complementary and Supplementary Angles
3. Triangles
4. Quadrilaterals
5. Scale Drawings

Circles and Area (10 days)

1. Circles and Circumference
2. Perimeters of Composite Figures
3. Areas of Circles

4. Areas of Composite Figures

Surface Area and Volume (12 days)

1. Surface Areas of Prisms
2. Surface Areas of Pyramids
3. Volume of Prisms
4. Volume of Pyramids

Interdisciplinary Connections:

NJSLS English Language Arts

SL.7.2-Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Activity: Red Big Ideas Lesson 8.1 Exploration Activity 2---students will listen to *Sir Cumference and the First Round Table* by Cindy Neuschwander and explain how the main ideas and supporting details in the story clarify their understanding of pi.

Statistics and Probability

Probability and Statistics (15 days)

1. Outcomes and Events
2. Probability
3. Experimental and Theoretical Probability
4. Compound Events
5. Independent and Dependent Events
6. Samples and Populations
7. Comparing Populations

Interdisciplinary Connections:

NJSLS Science

MS-LS3-2-Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Activity: Red Big Ideas Lesson 10.2 Practice and Problem Solving numbers 20-22b---students will create punnett squares and find probabilities of various gene combinations.