
*The mission of the Chardon Local Schools is high achievement
for all students where learning is our most important work.*

Course of Study – MATH

Revised November 2021

7TH GRADE





COS — MATH — Revised November 2021

7th Grade

Strand: Ratios and Proportional Relationships

<p>Learning Standard:</p> <p>7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
<p>Materials:</p> <ul style="list-style-type: none">• Calculator (Desmos, TI-30X IIS)• Guided Notes (Student Copy)• Board Adopted Materials	<p>How Assessed?</p> <p>Assessments may include, but are not limited to:</p> <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (using rubrics; tests/exams, projects, creative assignments, presentations) <p>How Re-Taught?</p> <p>Re-teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• breaking down concept into smaller components• presenting the information again in a different way• Universal Design for Learning principles offering students opportunities to experience and engage material in new and different way• practice activities such as computer tutorials, games, hands-on activities• review sessions



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<p>Strand: Ratios and Proportional Relationships</p> <p>Learning Standard:</p> <p>7.RP.2 Recognize and represent proportional relationships between quantities.</p> <p>a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</p> <p>d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding <p>How Assessed?</p> <p>Assessments may include, but are not limited to:</p> <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (using rubrics; tests/exams, projects, creative assignments, presentations)
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Strand: Ratios and Proportional Relationships

<p>Learning Standard:</p> <p>7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: The Number System

<p>Learning Standard:</p> <p>7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</p> <p>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.</p> <p>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.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding <hr/> <p>How Assessed?</p> <p>Assessments may include, but are not limited to:</p> <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions,, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (using rubrics; tests/exams, projects, creative assignments, presentations)
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Strand: The Number System

<p>Learning Standard:</p> <p>7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding <hr/> <p>How Assessed?</p> <p>Assessments may include, but are not limited to:</p> <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions,, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (using rubrics; tests/exams, projects, creative assignments, presentations)
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<p>Strand: The Number System</p> <p>Learning Standard:</p> <p>7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: Expressions and Equations

<p>Learning Standard:</p> <p>7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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<p>Strand: Expressions and Equations</p> <p>Learning Standard:</p> <p>7.EE.2 In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related. For example, a discount of 15% (represented by $p - 0.15p$) is equivalent to $(1 - 0.15)p$, which is equivalent to 0.85p or finding 85% of the original price.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: Expressions and Equations

<p>Learning Standard:</p> <p>7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p>For example, if a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding <hr/> <p>How Assessed?</p> <p>Assessments may include, but are not limited to:</p> <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions,, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)
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Strand: Expressions and Equations	
Learning Standard: 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? 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.	How Taught? Teaching activities may include, but are not limited to: <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding <hr/> How Assessed? Assessments may include, but are not limited to: <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions,, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)
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Strand: Geometry

Learning Standard:

7.G.1

Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals. a. Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale. b. Represent proportional relationships within and between similar figures.

How Taught?

Teaching activities may include, but are not limited to:

- Direct Instruction
- Cooperative Groups
- Stations
- Data Driven Instruction
- Scaffolding

Materials:

- Calculator (Desmos, TI-30X IIS)
- Guided Notes (Student Copy)
- Board Adopted Materials

How Assessed?

Assessments may include, but are not limited to:

- Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)
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How Re-Taught?

Re-teaching activities may include, but are not limited to:

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<p>Strand: Geometry</p> <p>Learning Standard:</p> <p>7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions.</p> <p>a. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</p> <p>b. Focus on constructing quadrilaterals with given conditions noticing types and properties of resulting quadrilaterals and whether it is possible to construct different quadrilaterals using the same conditions</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: Geometry

<p>Learning Standard:</p> <p>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.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: Geometry

<p>Learning Standard:</p> <p>7.G.4 Work with circles. a. Explore and understand the relationships among the circumference, diameter, area, and radius of a circle. b. Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: Geometry

<p>Learning Standard:</p> <p>7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: Geometry

<p>Learning Standard:</p> <p>7.G.6 Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: Statistics and Probability

<p>Learning Standard:</p> <p>7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population. a. Differentiate between a sample and a population. b. Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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Strand: Statistics and Probability	
Learning Standard: 7.SP.2 Broaden statistical reasoning by using the GAISE model: a. Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. For example, “How do the heights of seventh graders compare to the heights of eighth graders?” (GAISE Model, step 1) b. Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. (GAISE Model, step 2) c. Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. (GAISE Model, step 3) d. Interpret Results: Draw logical conclusions and make generalizations from the data based on the original question. (GAISE Model, step 4)	How Taught? Teaching activities may include, but are not limited to: <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding <hr/> How Assessed? Assessments may include, but are not limited to: <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions,, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)
Materials: <ul style="list-style-type: none">• Calculator (Desmos, TI-30X IIS)• Guided Notes (Student Copy)• Board Adopted Materials	How Re-Taught? Re-teaching activities may include, but are not limited to: <ul style="list-style-type: none">• breaking down concept into smaller components• presenting the information again in a different way• Universal Design for Learning principles offering students opportunities to experience and engage material in new and different way• practice activities such as computer tutorials, games, hands-on activities• review sessions



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<p>Learning Standard:</p> <p>7.SP.3 Describe and analyze distributions.</p> <p>a. Summarize quantitative data sets in relation to their context by using mean absolute deviation (MAD), interpreting mean as a balance point.</p> <p>b. Informally assess the degree of visual overlap of two numerical data distributions with roughly equal variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot (line plot), the separation between the two distributions of heights is noticeable.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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<p>Learning Standard:</p> <p>7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event; a probability around 1/2 indicates an event that is neither unlikely nor likely; and a probability near 1 indicates a likely event.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding
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<p>Learning Standard:</p> <p>7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Direct Instruction • Cooperative Groups • Stations • Data Driven Instruction • Scaffolding
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<p>Learning Standard:</p> <p>7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding <hr/> <p>How Assessed?</p> <p>Assessments may include, but are not limited to:</p> <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions,, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)
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<p>Learning Standard:</p> <p>7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations.</p> <p>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.</p> <p>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.</p> <p>c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</p>	<p>How Taught?</p> <p>Teaching activities may include, but are not limited to:</p> <ul style="list-style-type: none">• Direct Instruction• Cooperative Groups• Stations• Data Driven Instruction• Scaffolding <hr/> <p>How Assessed?</p> <p>Assessments may include, but are not limited to:</p> <ul style="list-style-type: none">• Pre-Assessments (pre-tests, observation, anticipation guide, questioning, diagnostics)• Formative Assessments (entry/exit slips, group work, reflections, discussions, homework/classwork, self and peer evaluations, observations, conferences, rubrics)• Summative Assessments (formal essays, using rubrics; tests/exams, projects, creative assignments, presentations)
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