Unit 7A Summary – Operations with Rational Numbers

NS.1 I can apply and extend previous understandings of addition and subtraction to add and subtract rational numbers

I can represent addition and subtraction on a horizontal or vertical number line

Test Score: \_\_\_\_\_ IXL practice: G1, G3, B3

NS.2 I can apply and extend previous understandings of multiplication and division, and understandings of fractions, to multiply and divide rational numbers

Test Score: \_\_\_\_\_ IXL practice: G9, G10, G12, G13

NS.3 I can solve real-world and mathematical problems involving the four operations with rational numbers

Test Score: \_\_\_\_\_ IXL practice: G16

Unit Assignments: Complete Incomplete

Accelerated Pacing: Slightly Behind On-Track Flying Through

Task / Project Score: \_\_\_\_\_

|  |  |
| --- | --- |
| Total Unit Score: \_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ |

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7B Summary - Expressions

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on \_\_\_\_\_\_\_\_\_\_

EE.1 I can apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: R10, R13, R14

EE.2 I can understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: R12, R16

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7C Summary - Equations

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on \_\_\_\_\_\_\_\_\_\_

EE.3 I can solve multi-step real-world and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and/or decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: S1, S3, S4, S9

EE.4 I can solve real world and mathematical problems by writing and solving equations of the forms x+p=q, px=q, px+q=r, and p(x+q)=r, where p, q, and r are specific rational numbers

I can solve equations of these forms fluently

I can identify the sequence of the operations used in solving each form

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: S5, S6, S7, S8

(continued on back)

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7D Summary - Inequalities

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on: \_\_\_\_\_

EE.4 I can 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

I can 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

I can graph the solution set of the inequality and interpret it in the context of the problem

Test Questions: (all)

Score: \_\_\_\_\_

IXL optional practice: T2, T3, T4, T6

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7E Summary – Proportional Relationships

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on: \_\_\_\_\_

RP1 – I can compute unit rates associated with ratios of fractions

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: J5, J6

RP2 – I can determine if two quantities are in a proportional relationship, identify the constant of proportionality in tables/graphs/equations, represent proportional relationships in equations, and explain what an (x, y) point on a graph means in terms of the situation

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: J8, J9 / K1, K3, K4 / K2, K5, K8 / K7

(continued on back)

RP3 – I can use proportional relationships to solve multistep ratio and percent problems

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: L5, L6, L9, M6, M7, M9, M11

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7F Summary – Scale Factor

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on: \_\_\_\_\_

G1 – 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.

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: X12, X13

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7G Summary – Geometric Figures

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on: \_\_\_\_\_

G2 – Explore various geometric shapes with given conditions. Focus on creating triangles from three measures of angles and/or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: W3, W7, and M5 in Geometry tab

G3 – Describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: Z3, Z4

G5 – 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.

Test Questions:

Score: \_\_\_\_\_

IXL optional practice: W12, W13, W14

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7H Summary – Geometric Applications

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on: \_\_\_\_\_

G4 – Given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

Test Questions:

Score: \_\_\_\_\_ IXL optional practice: AA5, AA6, AA10

G6 – Solve real-world and mathematical problems involving area, volume and surface area or two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Test Questions:

Score: \_\_\_\_\_ IXL optional practice: AA7, AA8, AA12

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7I Summary – Inferencing

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on: \_\_\_\_\_

SP1 – 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 tens to produce representative samples and support valid inferences

Test Questions:

Score: \_\_\_\_\_ IXL optional practice: CC6

SP2 – Use data from a random sample to draw inferences about a population with an unknown characteristic of interest

Test Questions:

Score: \_\_\_\_\_ IXL optional practice: DD4

SP3 – Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities

Test Questions:

Score: \_\_\_\_\_ IXL optional practice: BB6, BB15 (continued…)

SP4 – Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations

Test Questions:

Score: \_\_\_\_\_

Khan Academy lesson: “Describing and comparing distributions,” complete all parts

* Shape of distributions – video and practice
* Clusters, gaps, peaks, outliers – video and practice
* Comparing distributions with dot plots – video and practice
* Comparing dot plots, histograms, box plots – video and practice
* Comparing distributions – video and practice (2)

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit 7J Summary – Probability

Work Completed?

a. Needs to check in with teacher

b. Needs to turn in Project / Task

c. All complete!

Pacing

a. Working hard...

b. On track to finish Grade 7 by May

c. Accelerated to finish some 8th grade by May

Unit Test taken on: \_\_\_\_\_

SP5 – 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

Test Questions:

Score: \_\_\_\_\_

Khan Academy lesson: “Intuitive sense of probabilities,” watch video then do the practice items for Comparing probabilities that follows

SP6 – Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency; predict the approximate relative frequency given the probability

Test Questions:

Score: \_\_\_\_\_ IXL practice: DD4

(continued on back)

SP7 – Develop a probability model and use it to find probabilities of events; compare experimental and theoretical probabilities of events

Test Questions:

Score: \_\_\_\_\_

Khan Academy lessons (1) “Experimental probability,” watch video and do practice items; (2) “Theoretical and experimental probabilities,” watch video; (3) “Making predictions with probability,” watch video and do practice items

SP8 – Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation

Test Questions:

Score: \_\_\_\_\_ IXL practice: DD7

Khan Academy lessons: “Compound events and sample spaces,” complete entire unit (8 parts – videos and practice)

Student Follow-Up

a. I'm going to make corrections

b. I have work to finish and show Ms. Bemus

c. I'm done with this unit

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_