

Jasper City Schools

7th Grade Math Pacing Guide

08.14.2018

- Thoughtful and effective planning throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year **ONGOING** standards listed after pacing guide

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>*4.) 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. [7-NS1]</p> <p>*5.) Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. [7-NS2]</p> <p>6.) 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.) [7-NS3]</p> <p>*7.) Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with</p>	<p>10.) 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. [7-EE4]</p> <p>*1.) Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. [7-RP1]</p> <p>2.) Recognize and represent proportional relationships between quantities. [7-RP2]</p> <p>*3.) Use proportional relationships to solve multistep ratio and percent problems. [7-RP3]</p> <p>11.) Solve problems involving scale drawings of geometric figures,</p>	<p>15.) Use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure. [7-G5]</p> <p>13.) Describe the two-dimensional figures that result from slicing three dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. [7-G3]</p> <p>14.) 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. [7- G4]</p> <p>16.) Solve real-world and mathematical problems involving area, volume, and surface area of two- and three dimensional objects composed of triangles, quadrilaterals, polygons,</p>	<p>23.) 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. [7-SP7]</p> <p>24.) Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. [7-SP8]</p> <p>17.) 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. [7-SP1]</p>

<p>rational coefficients. [7-EE1]</p> <p>*8.) 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. [7-EE2]</p> <p>9.) Solve multistep 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. [7-EE3]</p>	<p>including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. [7-G1]</p> <p>12.) 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. [7-G2]</p>	<p>cubes, and right prisms. [7-G6]</p> <p>21.) 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-SP5]</p> <p>22.) 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-SP6]</p>	<p>18.) 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. [7- SP2]</p> <p>19.) 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. [7-SP3]</p> <p>20.) Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. [7-SP4]</p>
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Power Standards

*** power standards are indicated with an asterisk ***

These standards are those that are essential for student grade-level success.