

## Curriculum Map Math-Course 2, Unit 1

### Stage 1 Desired Results

<p>ESTABLISHED GOALS            7.NS.A.1, 7.NS.A.1.a, 7.NS.A.1.b,            7.NS.A.1.c, 7.NS.A.1.d, 7.NS.A.2,            7.NS.A.2.a, 7.NS.A.2.b, 7.NS.A.2.c,            7.NS.A.2.d, 7.NS.A.3</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i>            Extend their study of procedural operations of rational numbers to integers</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>            Contextual setting and visual representations give meaning to the study of operations and properties of the rational numbers and integers</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>❖ Why is it important to understand properties and operations involving integers and negative rational numbers?</li> <li>❖ How can models be used to interpret solutions of real-world problems?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> <li>❖ Operations on decimals and fractions</li> <li>❖ Converting rational numbers to decimals</li> <li>❖ Find the absolute value of an integer</li> <li>❖ Compare integers</li> <li>❖ Add and subtract integers</li> <li>❖ Operations on rational numbers</li> <li>❖ Multiply and divide integers</li> </ul>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S):            Embedded Assessment 1: Positive Rational Numbers and Adding and Subtracting Integers            Embedded Assessment 2: Rational Number Operations and Multiplying and Dividing Integers</p>
	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math-Course 2, Unit 2

### Stage 1 Desired Results

<p>ESTABLISHED GOALS 7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4, 7.EE.B.4.a, 7.EE.B.4.b</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Translate between verbal and algebraic representations</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> It is important to accurately represent a situation as an inequality</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>❖ Why is it important to understand how to solve linear equations and inequalities?</li> <li>❖ How can graphs be used to interpret solutions of real-world problems?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know and be skilled at...</p> <ul style="list-style-type: none"> <li>❖ Apply Properties of Operations</li> <li>❖ Model Two-Step Equations</li> <li>❖ Write Two-Step Equations</li> <li>❖ Solve Two-Step Equations</li> <li>❖ Model Two-Step Inequalities</li> <li>❖ Write Two-Step Inequalities</li> <li>❖ Solve Two-Step Inequalities</li> </ul>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S): Embedded Assessment 1: Writing and Solving Equations Embedded Assessment 2: Solving Inequalities</p>
	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math-Course 2, Unit 3

### Stage 1 Desired Results

<p>ESTABLISHED GOALS 7.RP.A.1, 7.RP.A.2, 7.RP.A.2.a, 7.RP.A.2.b, 7.RP.A.2.c, 7.RP.A.2.d, 7.RP.A.3, 7.G.A.1, 7.EE.B.3</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Make connections between ratios, unit rates, equations, and the constant of proportionality and applications such as tax, commission, mark-up, discount, and percent increase/decrease</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i> Proportional relationships effect many real-world mathematical problems</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>❖ How are ratios, unit rates, and proportions used to describe and solve real-world problems?</li> <li>❖ How can representations, numbers, words, tables, and graphs be used to solve problems?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know and be skilled at...</p> <ul style="list-style-type: none"> <li>❖ Solve problems involving proportional relationships</li> <li>❖ Convert between measurement systems</li> <li>❖ Represent constant rates of change with equations of the form <math>y=kx</math></li> <li>❖ Determine the constant of proportionality</li> <li>❖ Solve problems involving scale drawings, including computing actual lengths and areas from a scale drawing</li> <li>❖ Reproduce a scale drawing at a different scale</li> <li>❖ Find the percent of a number</li> <li>❖ Given the percent and the whole, find the part</li> <li>❖ Solve problems about sales tax, tips, and commissions, percent increase, percent decrease, markups, discounts, interest and percent error</li> </ul>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S): Embedded Assessment 1: Ratios, Proportions, and Proportional Reasoning Embedded Assessment 2: Proportional Relationships and Scale Embedded Assessment 3: Percents and Proportions</p>
	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math-Course 2, Unit 4

### Stage 1 Desired Results

<p>ESTABLISHED GOALS 7.G.A.1, 7.G.A.2, 7.G.A.3, 7.G.B.4, 7.G.B.5, 7.G.B.6</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Make connections between ratios, unit rates, equations, and the constant of proportionality and applications such as tax, commission, mark-up, discount, and percent increase/decrease</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Percentages effect many real-world mathematical problems</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>❖ Why is it important to understand properties of angles and figures to solve problems?</li> <li>❖ Why is it important to be able to relate two- dimensional drawings with three- dimensional figures?</li> </ul>
	<b>Acquisition</b>	
<p>Students will know and be skilled at...</p> <ul style="list-style-type: none"> <li>❖ Adjacent, vertical, complementary, and supplementary angles</li> <li>❖ Angles of a triangle</li> <li>❖ Area of rectangles, circles and composite shapes</li> <li>❖ Nets for a prism</li> <li>❖ Surface area of a prism</li> <li>❖ Cross section of a solid</li> </ul>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S): Embedded Assessment 1: Angles and Triangles Embedded Assessment 2: Circumference and Area Embedded Assessment 3: Surface Area and Volume</p>
	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math-Course 2, Unit 5

### Stage 1 Desired Results

<p>ESTABLISHED GOALS 7.SP.C.5, 7.SP.C.6, 7.SP.C.7, 7.SP.C.7.a, 7.SP.C.7.b, 7.SP.C.8, 7.SP.C.8.a, 7.SP.C.8.b, 7.SP.C.8.c</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Investigate chance processes, estimate probabilities, and make predictions and decisions</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Simulations can be used to find probabilities</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>❖ How is probability used to make decisions in everyday situations?</li> <li>❖ How can a probability be estimated?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> <li>❖ Anticipate outcomes, based on a probability model</li> <li>❖ Reason about plausible probability models</li> <li>❖ Calculate theoretical probabilities for a probability experiment that has equally likely outcomes</li> <li>❖ Estimate probabilities</li> <li>❖ Use tables and tree diagrams to represent outcomes</li> <li>❖ Use a tree diagram to assign probabilities to outcomes in the sample space</li> <li>❖ Reason about equally likely outcomes</li> <li>❖ Plan a simulation for a given probability experiment</li> <li>❖ Use simulation to estimate probabilities</li> </ul>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S): Embedded Assessment 1: Finding Probabilities Embedded Assessment 2: Probability and Simulation</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

## Curriculum Map Math-Course 2, Unit 6

### Stage 1 Desired Results

<p>ESTABLISHED GOALS 7.SP.A.1, 7.SP.A.2, 7.SP.B.3, 7.SP.B.4</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i> Apply statistics to real world situations</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Sampling if a complicated and vital aspect of statistics</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>❖ Why is it important to select at random when choosing a sample from a population?</li> <li>❖ How can sample data be used to learn about a population?</li> <li>❖ How can sample data be used to compare two populations?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know and be skilled at...</i></p> <ul style="list-style-type: none"> <li>❖ Determine methods for selecting a random sample</li> <li>❖ Identify sampling variability</li> <li>❖ Use data from a sample to draw a conclusion about a population</li> <li>❖ Understand sampling variability</li> <li>❖ Use data from random samples to compare populations</li> </ul>		

### Stage 2 - Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	<p>PERFORMANCE TASK(S): Embedded Assessment 1: Random Sampling and Sampling Variability Embedded Assessment 2: Comparing Populations</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>

**Curriculum Map Math-Course 2, Unit 7**

**Stage 1 Desired Results**

ESTABLISHED GOALS 7.RP.A.3	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> Become more personally financially literate	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Financial literacy is a life long skill</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>❖ How does being financially literate help you manage your money?</li> <li>❖ How can you plan ahead for future financial goals?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know and be skilled at...</i></p> <p>Exploring many types of taxes including property, wage, and tax on purchases</p> <p>Analyzing and creating budgets</p> <p>Studying simple and compound interest</p>		

**Stage 2 - Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
Rubric criteria as defined by Rubric	PERFORMANCE TASK(S):
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>❖ <b>Every Lesson:</b> Check Your Understanding and Lesson Practice</li> <li>❖ <b>Every Activity:</b> Activity Practice</li> <li>❖ <b>Every Unit:</b> Getting Ready and Online Unit Test</li> </ul>