

Orange Public Schools

Office of Curriculum & Instruction
2019-2020 Mathematics Curriculum Guide



7th Grade Mathematics (Accelerated)

Illustrative Mathematics - Unit 3: Proportional Relationships and Percentages

October 25, 2019 – November 15, 2019

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From the New Jersey State Learning Standards:

Traditional Pathway Accelerated 7th Grade

In **Accelerated 7th Grade**, instructional time should focus on four critical areas: (1) Rational Numbers and Exponents; (2) Proportionality and Linear Relationships; (3) Introduction to Sampling Inference; (4) Creating, Comparing, and Analyzing Geometric Figures

1. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems. They extend their mastery of the properties of operations to develop an understanding of integer exponents, and to work with numbers written in scientific notation.

2. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x -coordinate changes by an amount A , the output or y -coordinate changes by the amount $m \times A$. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation.

3. Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences

4. Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity, they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Yearlong Pacing Guide Accelerated 7

Grade	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
6	Unit 1 6.G		Unit 2 6.RP	Unit 3 6.RP	Unit 4 6.NS		Unit 5 6.NS		Unit 6 6.EE	Unit 7 6.NS	Unit 8 6.SP
Acc 7	Unit 1 7.RP	Unit 2 7.G	Unit 3 7.RP	Unit 4 7.NS	Unit 5 7.EE	Unit 6 7.G	Unit 7 8.G	Unit 8 8.G	Unit 9 8.EE	Unit 10 8.EE	Unit 11 7.SP

Unit 1
7.RP: Scale Drawings & Proportional Relationships

Unit 2
7.G: Measuring Circles

Unit 3
7.RP: Proportional Relationships & Percentages

Unit 4
7.NS: Rational Number Arithmetic

Unit 5
7.EE: Expressions, Equations, & Inequalities

Unit 6
7.G: Angles, Triangles and Prisms

Unit 7
8.G: Rigid Transformations & Congruence

Unit 8
8.G: Dilations, Similarity, and Introducing Slope

Unit 9
8.EE: Linear Relationships

Unit 10
8.EE: Exponents and Scientific Notation

Unit 11
7.SP: Probability & Sampling

2019-2020 Accelerated Grade 7 (iM)										
Quarter 1			Quarter 2			Quarter 3			Quarter 4	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
iM 7.1 iM 7.2	iM 7.3	iM 7.4	iM 7.5	iM 7.6	iM 7.7	iM 8.1	iM 8.2	iM 8.3	iM 8.7	iM 7.8
7.G.1(A) 7.RP.2a(M) 7.RP.2b(M) 7.RP.2c(M) 7.RP.2d(M)	7.G.4(A)	7.RP.1(M) 7.RP.3(M)	7.NS.1(M) 7.NS.2(M) 7.NS.3(M)	7.EE.3(M) 7.EE.4(M) 7.EE.2(M) 7.EE.1(M)	7.G.5(A) 7.G.2(A) 7.G.3(A) 7.G.6(A)	8.G.1(M) 8.G.2(M) 8.G.5(M)	8.G.4(M) 8.G.3(M) 8.EE.6(M)	8.EE.5(M) 8.F.4(S) 8.EE.8(M)	8.EE.1(M) 8.EE.3(M) 8.EE.4(M)	7.SP.6(S) 7.SP.5(S) 7.SP.7(S) 7.SP.8(S) 7.SP.1(S) 7.SP.2(S) 7.SP.3(S) 7.SP.4(S)
20 Days	8 Days	11 Days	14 Days	18 Days	12 Days	13 Days	12 Days	12 Days	11 Days	15 Days
Oct. 9	Oct. 24	Nov. 15	Dec. 12	Jan. 22	Feb. 12	Mar. 11	Apr. 1	Apr. 29	May. 18	June 11

Major Work
Supporting Content
Additional Content

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References

“Illustrative Mathematics” *Open Up Resources*. 2018
<<https://auth.openupresources.org/register/complete>>

I. Unit Overview

Students began their work with ratios, rates, and unit rates in grade 6, representing them with expressions, tape diagrams, double number line diagrams, and tables. They used these to reason about situations involving color mixtures, recipes, unit price, discounts, constant speed, and measurement conversions. They extended their understanding of rates to include percentages as rates per 100, reasoning about situations involving whole-number percentages. They did not use the terms “proportion” and “proportional relationship” in grade 6.

A proportional relationship is a collection of equivalent ratios, and such collections are objects of study in grade 7. In previous grade 7 units, students worked with scale factors and scale drawings, and with proportional relationships and constants of proportionality. Although students have learned how to compute quotients of fractions in grade 6, these first units on scaling and proportional relationships do not require such calculations, allowing the new concept (scaling or proportional relationship) to be the main focus.

In this unit, students deepen their understanding of ratios, scale factors, unit rates (also called constants of proportionality), and proportional relationships, using them to solve multi-step problems that are set in a wide variety of contexts that involve fractions and percentages.

The section begins by revisiting scale factors and proportional relationships, each of which has been the focus of a previous unit. Both of these concepts can be used to solve problems that involve equivalent ratios. However, it is often more efficient to view equivalent ratios as pairs that are in the same proportional relationship rather than seeing one pair as obtained by multiplying both entries of the other by a scale factor. From the scaling perspective, to see that one ratio is equivalent to another or to generate a ratio equivalent to a given ratio, a scale factor is needed—which may be different for each pair of ratios in the proportional relationship. From the proportional relationship perspective, all that is needed is the constant of proportionality—which is the same for every ratio in the proportional relationship.

The second section of the unit is about percent increase and decrease. Students consider situations for which percentages can be used to describe a change relative to an initial amount, e.g., prices before and after a 25% increase. They begin by considering situations with unspecified amounts, e.g., matching tape diagrams with statements such as “Compared with last year’s strawberry harvest, this year’s strawberry harvest increased by 25%”. They next consider situations with a specified amount and percent change, or with initial and final amounts, using double number line diagrams to find the unknown amount or percent change. Next, they use equations to represent such situations, using the distributive property to show that different expressions for the same amount are equivalent, e.g., $x - 0.25x = 0.75x$. So far, percent change in this section has focused on whole-number rates per 100, e.g., 75%. The last lesson asks students to compute fractional percentages of given amounts.

In the third section of the unit, students begin by using their abilities to find percentages and percent rates to solve problems that involve sales tax, tip, discount, markup, markdown, and commission (MP2). The remaining lessons of the section continue the focus on situations that can be described in terms of percentages, but the situations involve error rather than change—describing an incorrect value as a percentage of the correct value rather than describing an initial amount as a percentage of a final amount (or vice versa).

The last section of the unit consists of a lesson in which students analyze news items that involve percent increase or decrease. In small groups, students identify important quantities in a situation described in a news item, use diagrams to map the relationship of the quantities, and reason mathematically to draw conclusions (MP4). This is an opportunity to choose an appropriate type of diagram (MP5), to state the meanings of symbols used in the diagram, to specify units of measurement, and to label the diagram accurately (MP6). Each group creates a display to communicate its reasoning and critiques the reasoning shown in displays from other groups (MP3).

These materials follow specific conventions for the use of language around ratios, rates, and proportional relationships. Please see the unit narrative for the second unit to read about those conventions.

Essential Questions

- What is a percent?
- How can we determine the percent of any given number?
- What is the percent equation?
- How do proportions relate to percentages?
- How can proportional relationships be used to solve percent problems?
- What is the difference between a markup and markdown?
- What is the correlation between percent increase and percent decrease?

Enduring Understanding

- Percent literally means per 100 and can be represented as a ratio with 100 as the denominator.
- Understand and communicate information using the relationships of decimals, fractions, integers, and rational/irrational numbers.
- Make sense of percent problems by modeling the proportional relationship using an equation, a table, a graph, mental math, and factors of 100.
- Realize that tape diagrams can be used to solve multi-step percent problems.
- Understand the use of estimation to determine reasonableness, when solving percent word problems.
- Recognize that when they find a certain percent of a given quantity, the answer must be greater than the given quantity if they found more than 100% of it and less if they found less than 100% of it.
- Percent decreases and increases are measures of percent change, which is a relative measure based on absolute change.

II. Pacing Guide

Activity	New Jersey State Learning Standards (NJSLs)	Estimated Time (Blocks)
Lesson 1: Ratios and Rates with Fractions	7.RP.A.1, 7.RP.A.2	1
Lesson 2: Half as Much Again	7.RP.A.2	1
Lesson 3: Say it With Decimals	7.NS.A.2.d, 7.RP.A.2	1
Lesson 4: Percent Increase and Decrease	7.RP.A.3	1
Lesson 5: Equations to Represent Percent Increase and Decrease	7.RP.A.3	1
Lesson 6: Tax and Tip	7.RP.A.3	1
Lesson 7: More Percentage Context	7.RP.A.3	1
Lesson 8: More Percentage Problems	7.RP.A.3	1
Lesson 9: Measurement Error and Percentage Error	7.RP.A.3	1
Performance Task 1 (<i>Project Based Learning</i>)		½
Total Time		9 ½ Blocks

Major Work Supporting Content Additional Content

III. Scope & Sequence

Accelerated Unit Lesson	Accelerated Lesson Name	Original Unit Lesson	Activity Name
3.1	Ratios and Rates with Fractions	7.4.2	A Train is Traveling at . . .
		7.4.2	Comparing Running Speeds
		7.4.3	The Price of Rope
		7.4.3	Running, Manufacturing, Painting, Swimming
3.2	Half as Much Again	7.4.4	Notice and Wonder: Tape Diagrams
		7.4.4	Walking Half as Much Again
		7.4.4	More and Less
		7.4.4	Card Sort: Representations of Proportional Relationships
		7.4.4	Fruit Snacks and Skating
3.3	Say it With Decimals	7.4.5	Notice & Wonder: Fractions to Decimals
		7.4.5	More and Less with Decimals
		7.4.5	Card Sort: More Representations
		7.4.5	Reading More
3.4	Percent Increase and Decrease	7.4.6	Improving Their Game
		7.4.6	More Cereal and a Discount Shirt
		7.4.6	Using Tape Diagrams
		7.4.7	Double Number Lines
		7.4.7	Representing More Juice
3.5	Equations to Represent Percent Increase and Decrease	7.4.8	From 100 to 106
		7.4.8	Interest and Depreciation
		7.4.8	Matching Equations
		7.4.8	Tyler's Savings Bond
3.6	Tax and Tip	7.4.10	Notice & Wonder: The Price of Sunglasses
		7.4.10	Shopping in a Third City
		7.4.10	Dining at a Restaurant
		7.4.10	Shopping in a Third City
		7.4.10	A Restaurant in a Different City
3.7	More Percentage Context	7.4.11	Leave a Tip
		7.4.11	A Car Dealership
		7.4.11	Commission at a Gym
		7.4.11	Card Sort: Percentage Situations
3.8	More Percentage Problems	7.4.12	Tax, Tip, and Discount
		7.4.12	What is the Percentage?
		7.4.12	Info Gap: Sporting Goods
3.9	Measurement Error and Percent Error	7.4.13	Measuring Your Classroom
		7.4.14	Number Talk: Estimating a Percentage of a Number
		7.4.14	Plants, Bicycles, and Crowds
		7.4.14	Jumbo Eggs

IV. Pacing Calendar

Please complete the pacing calendar based on the suggested pacing (see *Pacing Guide on page 2*).

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Please complete the pacing calendar based on the suggested pacing (*see Pacing Guide on page 2*).

NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

V. NJSLA Assessment Evidence Statements

Type I

Type II

Type III

NJSLS	Evidence Statement	Clarification	Math Practices	Calculator ?
<u>7.RP.1</u>	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.	i) Tasks have a real-world context. ii) Tasks do not assess unit conversions.	MP.2 MP.4 MP.6	Yes
<u>7.RP.2a</u>	Recognize and represent proportional relationships between quantities: 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.	i) Tasks have “thin context” ² or no context. ii) Tasks are not limited to ratios of whole numbers. iii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.	MP.2 MP.5	Yes
<u>7.RP.2b</u>	Recognize and represent proportional relationships between quantities: b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	i) Tasks may or may not have a context. ii) Tasks sample equally across the listed representations (graphs, equations, diagrams, and verbal descriptions). iii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.	MP.2 MP.5 MP.8	No
<u>7.RP.2c</u>	Recognize and represent proportional relationships between quantities: 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 $t = pn$.	i) Tasks have a context. ii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality	MP.2 MP.8	No

Accelerated 7th Grade Unit 3: Proportional Relationships and Percentages

<u>7.RP.2d</u>	Recognize and represent proportional relationships between quantities. d. Explain what a point (x, y) on the graph of a proportional relationships means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	i) Tasks require students to interpret a point (x, y) on the graph of a proportional relationship in terms of the situation. For the explain aspect of 7.RP.2d, see 7.C.6.1. ii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality	MP.2 MP.4	No
<u>7.RP.3-1</u>	Use proportional relationships to solve multistep ratio problems.	i) Tasks will include proportional relationships that only involve positive numbers.	MP.1 MP.2 MP.6	Yes
<u>7.RP.3-2</u>	Use proportional relationships to solve multistep percent problems. Examples: simple interest, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	-	MP.1 MP.2 MP.5 MP.6	Yes
<u>7.C.7.2</u>	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 7.NS.2d	i) Tasks focus on demonstrating understanding that a number is rational. ii) Tasks do not directly assess the ability to divide two whole numbers.	MP.1 MP.3 MP.6 MP.7 MP.8	Yes

VI. Differentiated Instruction

Supporting English Language Learners

The purpose of this document is to nudge the field forward by offering support to the next generation of mathematics learners and by challenging persistent assumptions about how to support and develop students' disciplinary language. The goal is to provide guidance to mathematics teachers for recognizing and supporting students' language development processes in the context of mathematical sense making. UL/SCALE provides a framework for organizing strategies and special considerations to support students in learning mathematics practices, content, and language. The framework is intended to help teachers address the specialized academic language demands in math when planning and delivering lessons, including the demands of reading, writing, speaking, listening, conversing, and representing in math (Aguirre & Bunch, 2012). Therefore, while the framework can and should be used to support all students learning mathematics, it is particularly well-suited to meet the needs of linguistically and culturally diverse students who are simultaneously learning mathematics while acquiring English.

For more information, click the link below:

[Supporting ELL Learners](#)

Supporting Students with Disabilities

The philosophical stance that guided the creation of these materials is the belief that with proper structures, accommodations, and supports, all children can learn mathematics. Lessons are designed to maximize access for all students and include additional suggested supports to meet the varying needs of individual students. While the suggested supports are designed for students with disabilities, they are also appropriate for many children who struggle to access rigorous, grade-level content. Teachers should use their professional judgment about which supports to use and when, based on their knowledge of the individual needs of students in their classroom.

For more information, click the link below:

[Supporting Students with Disabilities](#)

VII. Vocabulary

Repeating
Decimal

A repeating decimal is an infinite decimal expansion that eventually repeats the same sequence of digits over and over again. The repeated sequence is indicated by a line above it.

Percentage
Increase

Given an initial amount and a final amount which is larger than the initial amount, the percentage increase is the difference (final amount minus initial amount) expressed as a percentage of the initial amount.

Percentage
Decrease

Given an initial amount and a final amount which is smaller than the initial amount, the percentage decrease is the difference (initial amount minus final amount) expressed as a percentage of the initial amount.

Measurement
Error

Measurement error is the positive difference between a measurement of a quantity and the actual quantity. It is often expressed as a percentage of the actual value. For example, if we get 6 cm when we measure a line that is actually 6.2 cm long, then the measurement error is 0.2 cm and the percent error is 3.2%, because $0.2 \div 6.2 = 0.032$.

Percent Error

The difference between the correct value and the incorrect value, expressed as a percentage of the correct value.

VIII. Assessment Framework

Unit 3 Assessment Framework				
Assessment	NJSLS	Estimated Time	Format	Graded ?
Pre-Unit 4 Diagnostic Assessment (Beginning of Unit – Optional) <i>Illustrative Mathematics</i>	6.RP.A.3a, 6.RP.A.3b, 6.RP.A.3c 6.EE.A.3, 7.RP.A.3,	½ Block	Individual	Yes (No Weight)
End-of-Unit 4 Assessment (End of Unit – Optional) <i>Illustrative Mathematics</i>	7.RP.A.2, 7.RP.A.3, 7.G.A.1, 7.RP.A.1, 7.EE.B.3	1 Block	Individual	Yes

Unit 3 Performance Assessment Framework				
Assessment	NJSLS	Estimated Time	Format	Graded ?
Unit 3 Performance Task 1 (Early-Mid November) <i>Double Discounts</i>	7.RP.A.3	½ Block	Individual	Yes; Rubric
Unit 3 Performance Task Option 1 (Optional) <i>Finding a 10% Increase</i>	7.RP.A.3	Teacher Discretion	Teacher Discretion	Yes, if administered
Extended Constructed Response (ECR)* (click here for access)	Dependent on unit of study & month of administration	Up to 30 minutes	Individual	Yes; Rubric

* Use the following links to access ECR protocol and district assessment scoring documents:

- [Assessment & Data in Mathematics Bulletin](#)
- [Extended Constructed Response Protocol](#)

Accelerated 7th Grade: Unit 3 Performance Task

Name _____

Block _____

Date _____

Double Discounts (7.RP.A.3)

Emily has a coupon for 20 percent off of her purchase at the store. She finds a backpack that she likes on the discount rack. Its original price is \$60 but everything on the rack comes with a 30 percent discount. Emily says

Thirty percent and twenty percent make fifty percent so it will cost \$30.

a. Is Emily Correct? Explain

b. What price will Emily pay for the backpack?

Accelerated 7th Grade Double Discounts – Rubric

Name: _____ Date: _____

NJSLS: 7.RP.A.3

Type: _____ Teacher: _____

<p>Task Description</p>	<ul style="list-style-type: none"> • Clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams. • Clearly constructs and communicates a complete response by <ul style="list-style-type: none"> ➤ using a logical approach based on a conjecture and/or stated assumptions ➤ providing an efficient and logical progression of steps ➤ using grade-level vocabulary, symbols, and labels ➤ providing a justification of a conclusion with minor computational error ➤ evaluating, interpreting and critiquing the validity and efficiency of others’ responses 				
<p>Command Level Description</p>	<p><i>Level 5:</i> <i>Distinguished Command</i></p> <p>Perform the task items accurately or with minor computation errors.</p>	<p><i>Level 4:</i> <i>Strong Command</i></p> <p>Perform the task items with some non-conceptual errors.</p>	<p><i>Level 3:</i> <i>Moderate Command</i></p> <p>Perform the task items with minor conceptual errors and some computation errors.</p>	<p><i>Level 2:</i> <i>Partial Command</i></p> <p>Perform the task items with some errors on both math concept and computation.</p>	<p><i>Level 1:</i> <i>No Command</i></p> <p>Perform the task items with serious errors on both math concept and computation.</p>
<p>Score range</p>	<p><i>6 pts</i></p>	<p><i>5 pts</i></p>	<p><i>4 pts</i></p>	<p><i>2-3 pts</i></p>	<p><i>0-1 pt</i></p>
<p>Task Score & PLD Assigned</p>					

Accelerated 7th Grade Map Distance – Scoring Guide

NAME: _____

#	Answer	Scoring
Part A	<p>It is true that 20% and 30% make 50%. However, in the context of sale prices it is essential to keep track of the wholes to which these percents apply. The 30% discount on the backpack applies to the original price of \$60:</p> <p>$0.3 \times 60 = 18$ making the discount of the backpack \$18.00. Therefore, after the using the coupon, the backpack price becomes \$42.</p> <p>Emily's additional 20% coupon applies not to the original backpack price but to the discounted price of \$42:</p> <p>$0.2 \times 42 = 8.40$ Emily would need to save an additional \$12 off the price of \$42 in order to buy the backpack for #30 so her calculations are not correct.</p>	<p>1 point: Correctly stating that Emily's statement is incorrect.</p> <p>2 points: Writing a thorough and correct explanation.</p> <p>3 TOTAL POINTS</p>
Part B	<p>As displayed in part (A), Emily's coupon lowers the discount rack price by \$8.40, therefore she will pay:</p> <p>$42 - 8.40 = 33.60$</p> <p>\$33.60</p>	<p>3 points: Student has correct answer, correct work, and units.</p> <p>2 points: Student has correct discount amount and correct units but has a minor mistake.</p> <p>1 point: student only has the correct discount amount.</p> <p>3 TOTAL POINTS</p>

Accelerated 7th Grade: Unit 3 Performance Task Option 1

Name _____

Block _____

Date _____

Finding a 10% Increase (7.RP.A.3)

5,000 people visited a book fair in the first week. The number of visitors increased by 10% in the second week.

How many people visited the book fair in the second week?

X. Modifications

Special Education/ 504:	English Language Learners:
<ul style="list-style-type: none"> -Adhere to all modifications and health concerns stated in each IEP. -Give students a MENU options, allowing students to pick assignments from different levels based on difficulty. -Accommodate Instructional Strategies: reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), handouts, definition list with visuals, extended time -Allow students to demonstrate understanding of a problem by drawing the picture of the answer and then explaining the reasoning orally and/or writing , such as Read-Draw-Write -Provide breaks between tasks, use positive reinforcement, use proximity -Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum by using manipulatives -Implement supports for students with disabilities (click here) - Make use of strategies imbedded within lessons -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 17-18) - Strategies for students with 504 plans 	<ul style="list-style-type: none"> - Use manipulatives to promote conceptual understanding and enhance vocabulary usage - Provide graphic representations, gestures, drawings, equations, realia, and pictures during all segments of instruction - During i-Ready lessons, click on “Español” to hear specific words in Spanish - Utilize graphic organizers which are concrete, pictorial ways of constructing knowledge and organizing information - Use sentence frames and questioning strategies so that students will explain their thinking/ process of how to solve word problems - Utilize program translations (if available) for L1/ L2 students - Reword questions in simpler language - Make use of the ELL Mathematical Language Routines (click here for additional information) -Scaffolding instruction for ELL Learners -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 16-17)
Gifted and Talented:	Students at Risk for Failure:
<ul style="list-style-type: none"> - Elevated contextual complexity - Inquiry based or open ended assignments and projects - More time to study concepts with greater depth - Promote the synthesis of concepts and making real world connections - Provide students with enrichment practice that are imbedded in the curriculum such as: <ul style="list-style-type: none"> ● Application / Conceptual Development ● Are you ready for more? - Provide opportunities for math competitions - Alternative instruction pathways available - Common Core Approach to Differentiate Instruction: Students with Disabilities (pg. 20) 	<ul style="list-style-type: none"> - Assure students have experiences that are on the Concrete- Pictorial- Abstract spectrum - Modify Instructional Strategies, reading aloud text, graphic organizers, one-on-one instruction, class website (Google Classroom), inclusion of more visuals and manipulatives, Peer Support - Constant parental/ guardian contact - Provide academic contracts to students & guardians - Create an interactive notebook with samples, key vocabulary words, student goals/ objectives. - Plan to address students at risk in your learning tasks, instructions, and directions. Anticipate where the needs will be, then address them prior to lessons. -Common Core Approach to Differentiate Instruction: Students with Disabilities (pg 19)

21st Century Life and Career Skills:

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<https://www.state.nj.us/education/cccs/2014/career/9.pdf>

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.

- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

Students are given an opportunity to communicate with peers effectively, clearly, and with the use of technical language. They are encouraged to reason through experiences that promote critical thinking and emphasize the importance of perseverance. Students are exposed to various mediums of technology, such as digital learning, calculators, and educational websites.

Technology Standards:

All students will be prepared to meet the challenge of a dynamic global society in which they participate, contribute, achieve, and flourish through universal access to people, information, and ideas.

<https://www.state.nj.us/education/cccs/2014/tech/>

8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.
- B. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E. **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use of information.
- F. **Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- A. **The Nature of Technology: Creativity and Innovation-** Technology systems impact every aspect of the world in which we live.
- B. **Technology and Society:** Knowledge and understanding of human, cultural, and societal values are fundamental when designing technological systems and products in the global society.
- C. **Design:** The design process is a systematic approach to solving problems.
- D. **Abilities in a Technological World:** The designed world in a product of a design process that provides the means to convert resources into products and systems.
- E. **Computational Thinking: Programming-** Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Interdisciplinary Connections:

English Language Arts:

L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics and texts</i> , building on others' ideas and expressing their own clearly.
W.7.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

XI. Core Instruction & Supplemental Resources

Core Instruction

ILLUSTRATIVE MATHEMATICS v. 2019

(OPEN UP RESOURCES)

GRADE	TEACHER RESOURCES	STUDENT RESOURCES
6	<ul style="list-style-type: none">• Teacher Edition: Unit 1-9• Online Course Guide	<ul style="list-style-type: none">• Student Workbook Set: Unit 1-9• Online Student Access (Digital Applets)
7	<ul style="list-style-type: none">• Teacher Edition: Unit 1-9• Online Course Guide	<ul style="list-style-type: none">• Student Workbook Set: Unit 1-9• Online Student Access (Digital Applets)
8	<ul style="list-style-type: none">• Teacher Edition: Unit 1-9• Online Course Guide	<ul style="list-style-type: none">• Student Workbook Set: Unit 1-9• Online Student Access (Digital Applets)

5 Practices for Orchestrating Productive Mathematics Discussions

Anticipate

Consider how students might mathematically interpret a problem, the array of strategies—both correct and incorrect—that they might use to tackle it, and how those strategies and interpretations might relate to the mathematical concepts, representations, procedures, and practices that you would like the students to learn.

- Solve the problem yourself first. If possible work with colleagues.
- Ask yourself the following questions:
 - What strategies have students used in the past?
 - What representations are students most likely to use?
 - What incorrect or unproductive strategies are students likely to try?
 - What things might get in the way of students being able to engage with the problem? How can you remove those barriers?
 - What questions will you ask those who struggle?

Monitor

Pay close attention to students' mathematical thinking and solution strategies as they work on the task.

- Create a list of strategies the students may produce.
- Circulate the room. Watch and listen to students as they work.
- If any students use strategies you anticipated, write their name or group number on your list.
- Ask questions that will help students make their thinking visible.
- Ask questions that will help students clarify their thinking.
- Press students to consider aspects of the task to which they need to attend.

Select

Select particular students to share their work with the rest of the class to get specific mathematics into the open for discussion. The selection of particular students and their solutions is guided by the previously anticipated strategies and your assessment of how each approach will contribute to that goal.

- Based on the previously anticipated strategies and the mathematical goal of the activity, decide which student strategies to highlight.
- Select students who will share their work with the class.

Sequence

Make purposeful choices about the order in which students' work is shared to maximize the chances of achieving the mathematical goals for the discussion.

- Based on the mathematical goal, decide on the purpose for the sequence of work. For example: least efficient to most efficient, concrete to abstract, misconceptions to conceptions, or building representations.
- Decide in which order students will present their work.

Connect

Help students draw connections between their solutions and other students' solutions as well as the key mathematical ideas in the lesson. Help students to make judgments about the consequences of different approaches for the range of problems that can be solved, one's likely accuracy and efficiency in solving them, and the kinds of mathematical patterns that can be most easily discerned. Know where you want the discussion to "land" and make choices that are likely to get you there. If necessary, you may have to demonstrate an approach that students didn't come up with themselves.

- As students share, ask questions to elicit and clarify student thinking.
- After each student shares, ask questions to connect it to previously shared work or ask a student to summarize what another student said in their own words.
- Ask students to compare and contrast strategies or representations during the discussion.
- If students did not come up with an approach that you need them to see in order for the discussion to "land," demonstrate this approach and connect it to the work that students did.

IDEAL MATH BLOCK				
Whole Group Instruction	55min	<p>INSTRUCTION (Grades 3 – 8) Daily Routine: Mathematical Content or Language Routine (7 – 10 min)</p> <p>Anchor Task: Anticipate, Monitor, Select, Sequence, Connect Tech Integration: Digital applets embedded within lessons designed to enhance student learning</p> <p>Collaborative Work* Guided Learning/Guided Practice</p> <p>Independent Work (Demonstration of Student Thinking) Additional Activities / Let's Practice</p>		
Rotation Stations (Student Notebooks & Chromebooks Needed)	1-2X 30 min	<p>STATION 1: Focus on current Grade Level Content</p> <p>STUDENT EXPLORATION* Independent or groups of 2-3 Emphasis on MP's 3, 6 (Reasoning and Precision) And MP's 1 & 4 (Problem Solving and Application)</p> <p>TOOLS/RESOURCES Practice Problems Extra Practice/Enrichment Are you ready for more? Put Your Thinking Cap On</p>	<p>STATION 2: Focus on Student Needs</p> <p>TECH STATION Independent</p> <p>TECH INTEGRATION iReady - <i>i-Ready</i> delivers online lessons driven by student data to provide tailored instruction that meets students where they are in their learning trajectory.</p> <p>Dreambox (ELL) – Adaptive online learning platform.</p>	<p>TEACHER STATION: Focus on Grade Level Content; heavily scaffolded to connect deficiencies</p> <p>TARGETED INSTRUCTION 4 – 5 Students</p> <p>TOOLS/ RESOURCES Homework Manipulatives Reteach Workbook Transition Guide *all students seen in 2 weeks</p>
Closure	5 min	<p>INSTRUCTION Exit Ticket (Demonstration of Student Thinking)</p> <p>TOOLS/RESOURCES Notebooks or Exit Ticket Slips</p>		

* Promotes discourse and collaboration



Supplemental Resources

Achieve the Core

Tasks - <https://achievethecore.org/category/416/mathematics-tasks>

Coherence Map - <https://achievethecore.org/page/1118/coherence-map>

Embarc

<https://embarc.online/>

Engage NY

https://www.engageny.org/ccss-library/?f%5B0%5D=field_subject%253Aparents_all%3A13601

iReady Digital Platform

<https://login.i-ready.com/>

Illustrative Mathematics

Content Standard Tasks - <https://tasks.illustrativemathematics.org/content-standards>

Practice Standard Tasks - <https://tasks.illustrativemathematics.org/practice-standards>

Open Up Resources - https://access.openupresources.org/sign_in

iM Additional Resources - <https://bit.ly/imshare>

Khan Academy

<https://www.khanacademy.org/math/illustrative-math>

NJDOE Digital Item Library

<https://nj.digitalitemlibrary.com/home?subject=Math>

Ready Teacher Toolbox

<https://teacher-toolbox.com/>