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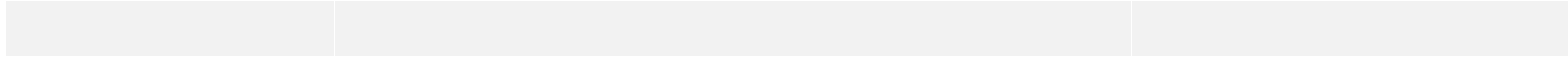
<p>Of the many possible equivalent expressions, how does each represent the meaning of a given situation?</p> <p>Of the many possible equivalent expressions, which of them best represents the meaning of the situation?</p> <p>How does changing one term of an expression change the meaning of the context?</p>	<p>Assessments/Tasks aligned to learning experiences:</p> <p>1) <a href="http://www.illustrativemathematics.org/illustrations/541">http://www.illustrativemathematics.org/illustrations/541</a></p> <p>1) <a href="http://www.illustrativemathematics.org/illustrations/543">http://www.illustrativemathematics.org/illustrations/543</a>  <a href="http://www.illustrativemathematics.org/illustrations/1450">http://www.illustrativemathematics.org/illustrations/1450</a></p> <p>2) <a href="http://www.illustrativemathematics.org/illustrations/433">http://www.illustrativemathematics.org/illustrations/433</a></p>	<p>Students will be able to...</p> <p>1) Generate equivalent expressions containing rational numbers by combining like terms in mathematical and real-world problems. Compare the meaning of each equivalent expression in the context of real-world problems. (Framework p.29)</p> <p>2) Generate equivalent expressions containing rational numbers using the distributive property, both expanding and factoring, in mathematical and real-world problems. Compare the meaning of each equivalent expression in the context of real-world problems. (Framework p.29)</p> <p>3) Generate equivalent expressions containing rational numbers using the distributive property, addition and subtraction, i.e. <math>8 - 2(0.5x + 1)</math> in mathematical and real-world problems. Compare the meaning of each equivalent expression in the context of real-world problems.</p>	<p>Use pattern problems like the "Pool Border Problem" (Framework p. 31).</p> <p>Possible use of manipulatives: Integer tiles</p> <p>Other real-world problems could include:                  Perimeter/Area Problems                  Cell Phone Plans</p>	<p><i>CA Mathematics Framework Gr. 7</i>                  p. 28 – 31  <a href="http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradeseven.pdf">http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradeseven.pdf</a></p> <p><i>Progressions for the Common Core – Expressions and Equations Gr. 6 – 8</i></p>
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## Unit #7: Data Analysis

Content Standards: 7.SP.1,2,3,4

1. 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.
2. 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.

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