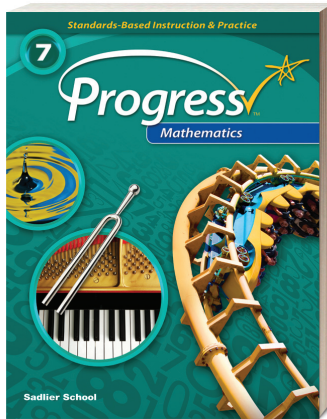SADLIER

Progress
Mathematics
Standards-Based Instruction & Practice

Aligned to

Ohio's Learning Standards
Mathematics | 2017

Grade 7

Contents

Ratios and Proportional Relationships

STANDARDS	SADLIER *PROGRESS MATHEMATICS*, GRADE 7
Analyze proportional relationships and use them to solve real-world and mathematical problems.	
7.RP.1 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 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.*	**Lesson 1** **Compute Unit Rates**—pp. 10–17
7.RP.2 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.	**Lesson 2** **Identify Proportional Relationships**—pp. 18–25
b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	**Lesson 3** **Identify the Constant of Proportionality**—pp. 26–33
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.*	**Lesson 4** **Represent Proportional Relationships with Equations** —pp. 34–41
d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	**Lesson 5** **Interpret Graphs of Proportional Relationships**—pp. 42–49
7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*	**Lesson 6** **Problem Solving: Multi-step Ratio Problems**—pp. 50–57
	Lesson 7 **Problem Solving: Multi-step Percent Problems**—pp. 58–65

The Number System

STANDARDS	SADLIER *PROGRESS MATHEMATICS*, GRADE 7
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	
7.NS.1 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.	
a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*	**Lesson 8** **Understand Addition of Integers**—pp. 72–79
b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	**Lesson 8** **Understand Addition of Integers**—pp. 72–79
c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	**Lesson 9** **Understand Subtraction of Integers**—pp. 80–87
d. Apply properties of operations as strategies to add and subtract rational numbers.	**Lesson 10** **Add and Subtract Rational Numbers**—pp. 88–95
7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	
a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	**Lesson 11** **Understand Multiplication of Integers**—pp. 96–103

The Number System

STANDARDS		SADLIER *PROGRESS MATHEMATICS*, GRADE 7
	b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.	**Lesson 12** **Understand Division of Integers**—pp. 104–111
	c. Apply properties of operations as strategies to multiply and divide rational numbers.	**Lesson 13** **Multiply and Divide Rational Numbers**—pp. 112–119
	d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	**Lesson 14** **Convert Rational Numbers to Decimal Form**—pp. 120–127
7.NS.3	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.	**Lesson 15** **Apply Rational-Number Operations**—pp. 128–135

Expressions and Equations

STANDARDS		SADLIER *PROGRESS MATHEMATICS*, GRADE 7
Use properties of operations to generate equivalent expressions.		
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	**Lesson 16** **Combine Like Terms to Simplify Linear Expressions** —pp. 142–149
		Lesson 17 **Expand and Factor Linear Expressions**—pp. 150–157
7.EE.2	In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related. *For example, a discount of 15% (represented by p – 0.15p) is equivalent to (1 – 0.15)p, which is equivalent to 0.85p or finding 85% of the original price.*	**Lesson 16** **Combine Like Terms to Simplify Linear Expressions** —pp. 142–149
		Lesson 17 **Expand and Factor Linear Expressions**—pp. 150–157

Expressions and Equations

STANDARDS	SADLIER *PROGRESS MATHEMATICS*, GRADE 7

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7.EE.3	Solve multi-step 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. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*	**Lesson 18**	**Problem Solving: Multi-step Problems with Rational Numbers**—pp. 158–165
7.EE.4	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.		
	a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*	**Lesson 19**	**Solve Linear Equations**—pp. 166–173
		Lesson 20	**Problem Solving: Linear Equations**—pp. 174–181
	b. 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. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*	**Lesson 21**	**Solve Linear Inequalities**—pp. 182–189
		Lesson 22	**Problem Solving: Linear Inequalities**—pp. 190–197

Geometry

STANDARDS	SADLIER *PROGRESS MATHEMATICS*, GRADE 7
Draw, construct, and describe geometrical figures and describe the relationships between them.	
7.G.1 Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals.	
a. Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale.	**Lesson 23** **Use Scale Drawings to Solve Problems**—pp. 204–211
b. Represent proportional relationships within and between similar figures.	
7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions.	
a. 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.	**Lesson 25** **Construct Triangles Using Both Side Lengths and Angle Measures**—pp. 220–227
b. Focus on constructing quadrilaterals with given conditions noticing types and properties of resulting quadrilaterals and whether it is possible to construct different quadrilaterals using the same conditions.	**Lesson 24** **Draw Shapes that Meet Given Conditions**—pp. 212–219
7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	**Lesson 26** **Slice Three-Dimensional Figures**—pp. 228–235
Solve real-life and mathematical problems involving angle measure, circles, area, surface area, and volume.	
7.G.4 Work with circles.	
a. Explore and understand the relationships among the circumference, diameter, area, and radius of a circle.	**Lesson 27** **Use Formulas for Area and Circumference of Circles**—pp. 236–243
b. Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems.	**Lesson 27** **Use Formulas for Area and Circumference of Circles**—pp. 236–243

Geometry

STANDARDS		SADLIER *PROGRESS MATHEMATICS*, GRADE 7
7.G.5	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.	**Lesson 28** **Use Equations to Find Unknown Angle Measures**—pp. 244–251
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	**Lesson 29** **Problem Solving: Area, Volume, and Surface Area**—pp. 252–259

Statistics and Probability

STANDARDS		SADLIER *PROGRESS MATHEMATICS*, GRADE 7
Use random sampling to draw conclusions about a population.		
7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population.	
	a. Differentiate between a sample and a population.	**Lesson 30** **Understand Sampling**—pp. 266–273
	b. Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias.	**Lesson 30** **Understand Sampling**—pp. 266–273
Broaden understanding of statistical problem solving.		
7.SP.2	Broaden statistical reasoning by using the GAISE model.	
	a. Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. *For example, "How do the heights of seventh graders compare to the heights of eighth graders?"* (GAISE Model, step 1)	
	b. Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. (GAISE Model, step 2)	Related content— **Lesson 30** **Understand Sampling**—pp. 266–273
	c. Analyze Data: Select appropriate graphical methods and numerical measures to analyze	**Lesson 31** **Use Sampling to Draw Inferences**—pp. 274–288
	— continued —	

Statistics and Probability

STANDARDS	SADLIER *PROGRESS MATHEMATICS*, GRADE 7
data by displaying variability within a group, comparing individual to individual, and comparing individual to group. (GAISE Model, step 3)	
d. Interpret Results: Draw logical conclusions and make generalizations from the data based on the original question. (GAISE Model, step 4)	**Lesson 31** **Use Sampling to Draw Inferences**—pp. 274–288
Summarize and describe distributions representing one population and draw informal **comparisons** between two populations.	
7.SP.3 Describe and analyze distributions.	
a. Summarize quantitative data sets in relation to their context by using mean absolute deviation (MAD), interpreting mean as a balance point.	**Lesson 32** **Use Visual Overlap to Compare Distributions**—pp. 282–289
b. 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. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot (line plot), the separation between the two distributions of heights is noticeable.*	**Lesson 32** **Use Visual Overlap to Compare Distributions**—pp. 282–289
Investigate chance processes and develop, use, and evaluate probability models.	
7.SP.5 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.	**Lesson 34** **Understand Probability of a Chance Event**—pp. 298–305
7.SP.6 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. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*	**Lesson 35** **Relate Relative Frequency and Probability**—pp. 306–313

Statistics and Probability

STANDARDS			SADLIER *PROGRESS MATHEMATICS*, GRADE 7
7.SP.7		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.	
	a.	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*	**Lesson 36** **Develop a Uniform Probability Model**—pp. 314–321
	b.	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*	**Lesson 37** **Use a Chance Process to Develop a Probability Model**—pp. 322–329
7.SP.8		Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	
	a.	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	**Lesson 38** **Find Probabilities of Compound Events**—pp. 330–337
	b.	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	**Lesson 39** **Represent Sample Spaces for Compound Events**—pp. 338–345
	c.	Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*	**Lesson 40** **Simulate Compound Events**—pp. 346–353