Mathematics 7

Curriculum Guide

Dunmore School District

Dunmore, PA

Mathematics 7

Prerequisite:

- Successful completion of Sixth Grade Mathematics

Course Description:
Mathematics 7 is designed to meet the seventh grade PA Core standards. Four critical areas are the focus of the course: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume, and (4) drawing inferences about populations based on samples.

Special Education:
After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

Dunmore School District
Curriculum Guide

Year-at-a-glance

Subject: Mathematics 7	Grade Level: 7	Date Completed: 3/7/2019

1st Quarter

Topic	Resources	Standards
Add and Subtract Rational Numbers	Big Ideas Red Chapter 1: 1.1, 1.2, 1.3 Big Ideas Red Chapter 2: 2.2, 2.3	CC.2.1.7.E.1 M07.A-N.1.1 M07.A-N.1.1.1 M07.A-N.1.1.1
Add/Subtract on Number Lines	Big Ideas Red Chapter 2: 2.2	CC.2.1.7.E.1 M07.A-N.1.1 M07.A-N.1.1.2
Multiply/Divide Rational Numbers; repeating/terminating decimals	Big Ideas Red Chapter 1: 1.1, 1.2, 1.3, 1.4, 1.5 Big Ideas Red Chapter 2: 2.1, 2.2, 2.3, 2.4	CC.2.1.7.E.1 M07.A-N.1.1 M07.A-N.1.1.3
Unit Rates	Big Ideas Red Chapter 5: 5.1	CC.2.1.7.D.1 M07.A-R.1.1 M07.A-R.1.1.1
Proportions (including graphs and tables)	Big Ideas Red Chapter 5: 5.2, extension 5.2, 5.6	CC.2.1.7.D.1 M07.A-R.1.1 M07.A-R.1.1.2
Constant of Proportionality	Big Ideas Red Chapter 5: extension 5.2, 5.4, 5.5, 5.6	CC.2.1.7.D.1 M07.A-R.1.1 M07.A-R.1.1.3

Proportional Relationships with equations	**Big Ideas Red Chapter 5: 5.3, 5.4, 5.6**	**CC.2.1.7.D.1** **M07.A-R.1.1** **M07.A-R.1.1.4**
Proportional Relationships with graphs	**Big Ideas Red Chapter 5: extension 5.2, 5.6**	**CC.2.1.7.D.1** **M07.A-R.1.1** **M07.A-R.1.1.5**
Multi-Step Proportional Relationships and Percent Problems	**Big Ideas Red Chapter 5: 5.1, 5.3** **Big Ideas Red Chapter 6: 6.3, 6.4, 6.5, 6.6, 6.7**	**CC.2.1.7.D.1** **M07.A-R.1.1** **M07.A-R.1.1.6**

2nd Quarter

Topic	Resources	Standards
Simplifying Algebraic Expressions and Factoring	**Big Ideas Red Chapter 3: 3.1, 3.2, extension 3.2**	**CC.2.2.7.B.1** **M07.B-E.1.1** **M07.B-E.1.1.1**
Estimation	**Worksheets**	**CC.2.2.7.B.3** **A1.1.1.4** **A1.1.1.4.1**
Multi-Step Real-World problems with Percents	**Big Ideas Red Chapter 6: 6.1, 6.2, 6.4, 6.5**	**CC.2.2.7.B.3** **M07.B-E.2.1** **M07.B-E.2.1.1**
Solve Word Problems with Equations	**Big Ideas Red Chapter 3: 3.3, 3.4, 3.5**	**CC.2.2.7.B.3** **M07.B-E.2.2** **M07.B-E.2.2.1**
Solving Word Problems with Inequalities	**Big Ideas Red Chapter 4: 4.1, 4.2, 4.3, 4.4**	**CC.2.2.7.B.3** **M07.B-E.2.2** **M07.B-E.2.2.2**
Reasonableness of an Answer	**Big Ideas Red Chapter 6: 6.1, 6.2, 6.4**	**CC.2.2.7.B.3** **M07.B-E.2.3** **M07.B-E.2.3.1**

Use equations to solve for angles	**Big Ideas Red Chapter 7: 7.1, 7.2, extension 7.3**	**CC.2.3.7.A.1** **M07.C-G.2.1** **M07.C-G.2.1.1**
Angle Properties	**Worksheets**	**CC.2.3.7.A.1** **M07.C-G.2.1** **M07.C-G.2.1.2**
Circles	**Big Ideas Red Chapter 8: 8.1, 8.2, 8.3, 8.4**	**CC.2.3.7.A.1** **M07.C-G.2.2** **M07.C-G.2.2.1**

3rd Quarter

Topic	Resources	Standards
Real-world problems involving area, volume and surface area	**Big Ideas Red Chapter 8: 8.4, 9.1, Big Ideas Red Chapter 9: 9.2, 9.4, 9.5**	**CC.2.3.7.A.1 M07.C-G.2.2 M07.C-G.2.2.2**
Scale Drawings	**Big Ideas Red Chapter 7: 7.5**	**CC.2.3.7.A.2 M07.C-G.1.1 M07.C-G.1.1.1**
Types of Triangles	**Big Ideas Red Chapter 7: 7.3**	**CC.2.3.7.A.2 M07.C-G.1.1 M07.C-G.1.1.2**
Triangle Inequality Theorem	**Worksheets**	**CC.2.3.7.A.2 M07.C-G.1.1 M07.C-G.1.1.3**
Cross Sections	**Big Ideas Red Chapter 9: 9.5**	**CC.2.3.7.A.2 M07.C-G.1.1 M07.C-G.1.1.4**
Random sampling and valid inferences	**Big Ideas Red Chapter 10: 10.6**	**CC.2.4.7.B.1 M07.D-S.1.1 M07.D-S.1.1.1**
Predictions	**Big Ideas Red Chapter 10: 10.6, extension 10.6**	**CC.2.4.7.B.1 M07.D-S.1.1 M07.D-S.1.1.2**
Absolute Deviation and Measures of Central Tendency	**Big Ideas Red Chapter 10: 10.7**	**CC.2.4.7.B.2 M07.D-S.2.1 M07.D-S.2.1.1**

Compound Events	**Big Ideas Red Chapter 10: 10.4**	**CC.2.4.7.B.3** **A1.2.3.3** **A1.2.3.3.1**
Probability	**Big Ideas Red Chapter 10: 10.1, 10.2, 10.3**	**CC.2.4.7.B.3** **M07.D-S.3.1** **M07.D-S.3.1.1**
Experimental and Theoretical Probability	**Big Ideas Red Chapter 10: 10.3**	**CC.2.4.7.B.3** **M07.D-S.3.2** **M07.D-S.3.2.1**
Simple Events	**Big Ideas Red Chapter 10: 10.1**	**CC.2.4.7.B.3** **M07.D-S.3.2** **M07.D-S.3.2.2**

4th Quarter

Topic	Resources	Standards
Compound Events, Sample Spaces, Simulations	**Big Ideas Red Chapter 10: 10.4, 10.5, extension 10.5**	**CC.2.4.7.B.3** **M07.D-S.3.2** **M07.D-S.3.2.3**
Review of 7th Grade Standards		
Review and Final Exam		

General Topic	Anchor Descriptor PA Core Standards	Eligible Content, Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Add and Subtract Rational Numbers	**Standard - CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.** **Anchor Descriptor - M07.A-N.1.1 Solve real-world and mathematical problems involving the four operations with rational numbers.**	**Eligible Content -M07.A-N.1.1.1 Apply properties of operations to add and subtract rational numbers, including real-world** **Vocabulary:** • **Sum** • **Difference** • **Identity Property of Addition**	**Approved textbook Big Ideas (Red) www.bigideasmath.com** **Big Ideas Red Chapter 1: 1.1, 1.2, 1.3** **Big Ideas Red Chapter 2: 2.2, 2.3**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**5 days**
Add/Subtract on Number Lines	**Standard - CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.** **Anchor Descriptor - M07.A-N.1.1 Solve real-world and mathematical problems involving the four operations with rational numbers.**	**Eligible Content -M07.A-N.1.1.2 Represent addition and subtraction on a horizontal or vertical number line.**	**Big Ideas Red Chapter 2: 2.2**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**1 day**

Multiply/Divide Rational Numbers; repeating/ terminating decimals	**Standard - CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.** **Anchor Descriptor - M07.A-N.1.1 Solve real-world and mathematical problems involving the four operations with rational numbers.**	**Eligible Content -M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including real-world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats.** **Vocabulary:** • **Product** • **Quotient** • **Identity property of multiplication**	**Big Ideas Red Chapter 1: 1.1, 1.2, 1.3, 1.4, 1.5** **Big Ideas Red Chapter 2: 2.1, 2.2, 2.3, 2.4**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**8 days**
Unit Rates	**Standard - CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.** **Anchor Descriptor - M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.**	**Eligible Content -M07.A-R.1.1.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. 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.** **Vocabulary:** • **Complex Fractions**	**Big Ideas Red Chapter 5: 5.1**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**

Proportions (including graphs and tables)	**Standard - CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.** **Anchor Descriptor - M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.**	**Eligible Content - M07.A-R.1.1.2 Determine whether two quantities are proportionally related (e.g., by testing for equivalent ratios in a table, graphing on a coordinate plane and observing whether the graph is a straight line through the origin).**	**Big Ideas Red Chapter 5: 5.2, extension 5.2, 5.6**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**4 days**
Constant of Proportionality	**Standard - CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.** **Anchor Descriptor - M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.**	**Eligible Content-M07.A-R.1.1.3 Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.** **Vocabulary:** • **Constant of Proportionality**	**Big Ideas Red Chapter 5: extension 5.2, 5.4, 5.5, 5.6**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**5 days**
Proportional Relationships with equations	**Standard - CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.** **Anchor Descriptor - M07.A-**	**Eligible Content-M07.A-R.1.1.4 Represent proportional relationships by equations. Example: If total cost t is proportional to the number n of items purchased at a constant price p, the**	**Big Ideas Red Chapter 5: 5.3, 5.4, 5.6**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**

	R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.	**relationship between the total cost and the number of items can be expressed as t = pn.**			
Proportional Relationships with graphs	**Standard - CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.** **Anchor Descriptor - M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.**	**Eligible Content-M07.A-R.1.1.5 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.**	**Big Ideas Red Chapter 5: extension 5.2, 5.6**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**2 days**
Multi-Step Proportional Relationships and Percent Problems	**Standard - CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.** **Anchor Descriptor - M07.A-R.1.1 Analyze, recognize, and represent proportional relationships and use them to solve real-world and mathematical problems.**	**Eligible Content-M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease.**	**Big Ideas Red Chapter 5: 5.1, 5.3** **Big Ideas Red Chapter 6: 6.3, 6.4, 6.5, 6.6, 6.7**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**14 days**

Simplifying Algebraic Expressions and Factoring	**Standard - CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions.** **Anchor Descriptor - M07.B-E.1.1 Use properties of operations to generate equivalent expressions.**	**Eligible Content-M07.B-E.1.1.1 Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. Example 1: The expression 1/2 • (x + 6) is equivalent to 1/2 • x + 3. Example 2: The expression 5.3 – y + 4.2 is equivalent to 9.5 – y (or –y + 9.5). Example 3: The expression 4w – 10 is equivalent to 2(2w – 5).** **Vocabulary:** • **Terms** • **Like terms** • **Factor** • **Constant**	**Big Ideas Red Chapter 3: 3.1, 3.2, extension 3.2**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**5 days**
Estimation	**Standard - CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.** **Anchor Descriptor - A1.1.1.4 Use estimation strategies in problem-solving situations.**	**Eligible Content -A1.1.1.4.1 Use estimation to solve problems.**	**Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**2 days**
Multi-Step Real-World problems with Percents	**Standard - CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical,**	**Eligible Content-M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert**	**Big Ideas Red Chapter 6: 6.1, 6.2, 6.4, 6.5**	**Teacher prepared tests, quizzes, etc.** **Series available**	

	algebraic, and/or graphical representations. **Anchor Descriptor - M07.B-E.2.1 Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers.**	**between forms as appropriate. 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 an hour (or 1.1 × $25 = $27.50).**		**assessments online. (Optional)**	
Solve Word Problems with Equations	**Standard - CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.** **Anchor Descriptor - M07.B-E.2.2 Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems.**	**Eligible Content -M07.B-E.2.2.1 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. Example: The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?** **Vocabulary:** • **Distributive property**	**Big Ideas Red Chapter 3: 3.3, 3.4, 3.5**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**6 days**
Solving Word Problems with Inequalities	**Standard - CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.** **Anchor Descriptor - M07.B-**	**Eligible Content -M07.B-E.2.2.2 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, and graph the solution set of the inequality. Example: A salesperson is paid $50 per**	**Big Ideas Red Chapter 4: 4.1, 4.2, 4.3, 4.4**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**8 days**

	E.2.2 Use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems.	**week plus $3 per sale. This week she wants her pay to be at least $100. Write an inequality for the number of sales the salesperson needs to make and describe the solutions.**			
Reasonableness of an Answer	**Standard - CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations.** **Anchor Descriptor - M07.B-E.2.3 Determine the reasonableness of the answer(s) in problem solving situations.**	**Eligible Content -M07.B-E.2.3.1 Determine the reasonableness of answer(s) or interpret the solution(s) in the context of the problem. Example: If you want to place a towel bar that is 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.**	**Big Ideas Red Chapter 6: 6.1, 6.2, 6.4**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**
Use equations to solve for angles	**Standard - CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.** **Anchor Descriptor - M07.C-G.2.1 Identify, use, and describe properties of angles and their measures.**	**Eligible Content -M07.C-G.2.1.1 Identify and use properties of supplementary, complementary, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure.** **Vocabulary:** • **Complementary angles**	**Big Ideas Red Chapter 7: 7.1, 7.2, extension 7.3**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**7 days**

		• **Supplementary angles**			
Angle Properties	**Standard - CC.2.3.7.A.1** **Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.** **Anchor Descriptor - M07.C-G.2.1 Identify, use, and describe properties of angles and their measures.**	**Eligible Content -M07.C-G.2.1.2 Identify and use properties of angles formed when two parallel lines are cut by a transversal** **Vocabulary:** • **Alternate Exterior Angles** • **Alternate Interior Angles** • **Corresponding Angles** • **Vertical Angles** • **Transversals**	**Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**
Circles	**Standard - CC.2.3.7.A.1** **Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.** **Anchor Descriptor - M07.C-G.2.2 Determine circumference, area, surface area, and volume.**	**Eligible Content -M07.C-G.2.2.1 Find the area and circumference of a circle. Solve problems involving area and circumference of a circle(s). Formulas will be provided.** **Vocabulary:** • **Circle** • **Circumference**	**Big Ideas Red Chapter 8: 8.1, 8.2, 8.3, 8.4**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**11 days**

Real-world problems involving area, volume and surface area	**Standard - CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume.** **Anchor Descriptor - M07.C-G.2.2 Determine circumference, area, surface area, and volume.**	**Eligible Content -M07.C-G.2.2.2 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. Formulas will be provided.** **Vocabulary:** • **Cubes** • **Pyramid** • **Area** • **Volume** • **Surface Area** • **Right Prisms**	**Big Ideas Red Chapter 8: 8.4, 9.1, Big Ideas Red Chapter 9: 9.2, 9.4, 9.5**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**15 days**
Scale Drawings	**Standard - CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.** **Anchor Descriptor - M07.C-G.1.1 Describe and apply properties of geometric figures.**	**Eligible Content -M07.C-G.1.1.1 Solve problems involving scale drawings of geometric figures, including finding length and area.** **Vocabulary:** • **Scale Drawings** • **Scale Factor**	**Big Ideas Red Chapter 7: 7.5**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**
Types of Triangles	**Standard - CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.**	**Eligible Content -M07.C-G.1.1.2 Identify or describe the properties of all types of triangles based on angle and side measures.**	**Big Ideas Red Chapter 7: 7.3**	**Teacher prepared tests, quizzes, etc.** **Series available assessments**	**2 days**

	Anchor Descriptor - M07.C-G.1.1 Describe and apply properties of geometric figures.	**Vocabulary:** • **Scalene** • **Isosceles** • **Equilateral** • **Acute** • **Right** • **Obtuse**		**online. (Optional)**	
Triangle Inequality Theorem	**Standard - CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.** **Anchor Descriptor - M07.C-G.1.1 Describe and apply properties of geometric figures.**	**Eligible Content- M07.C-G.1.1.3 Use and apply the triangle inequality theorem.** **Vocabulary:** • **Triangle Inequality Theorem**	**Worksheets**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**1 day**
Cross Sections	**Standard - CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationships between them.** **Anchor Descriptor - M07.C-G.1.1 Describe and apply properties of geometric figures.**	**Eligible Content -M07.C-G.1.1.4 Describe the two-dimensional figures that result from slicing three-dimensional figures. Example: Describe plane sections of right rectangular prisms and right rectangular pyramids.**	**Big Ideas Red Chapter 9: 9.5**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**1 day**
Random sampling and valid inferences	**Standard - CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts.** **Anchor Descriptor - M07.D-S.1.1 Use random samples.**	**Eligible Content -M07.D-S.1.1.1 Determine whether a sample is a random sample given a real-world situation.** **Vocabulary:** • **Chance Event(Random Event)**	**Big Ideas Red Chapter 10: 10.6**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**

Predictions	**Standard - CC.2.4.7.B.1** **Draw inferences about populations based on random sampling concepts.** **Anchor Descriptor - M07.D-S.1.1 Use random samples.**	**Eligible Content -M07.D-S.1.1.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Example 1: Estimate the mean word length in a book by randomly sampling words from the book. Example 2: Predict the winner of a school election based on randomly sampled survey data.**	**Big Ideas Red Chapter 10: 10.6, extension 10.6**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**1 day**
Absolute Deviation and Measures of Central Tendency	**Standard-CC.2.4.7.B.2** **Draw informal comparative inferences about two populations.** **Anchor Descriptor - M07.D-S.2.1 Use statistical measures to compare two numerical data distributions.**	**Eligible Content -M07.D-S.2.1.1 Compare two numerical data distributions using measures of center and variability. Example 1: The mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team. This difference is equal to approximately twice the variability (mean absolute deviation) on either team. On a line plot, note the difference between the two distributions of heights. Example 2: Decide whether the words in a chapter of a seventh grade science book are generally longer than the words in a chapter of a**	**Big Ideas Red Chapter 10: 10.7**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**

		fourth grade science book.			
Compound Events	**Standard - CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.** **Anchor Descriptor - A1.2.3.3 Apply probability to practical situations.**	**Eligible Content- A1.2.3.3.1 Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal, or percent.** **Vocabulary:** • **Compound Events**	**Big Ideas Red Chapter 10: 10.4**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**
Probability	**Standard - CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.** **Anchor Descriptor - M07.D-S.3.1 Predict or determine the likelihood of outcomes.**	**Eligible Content -M07.D-S.3.1.1 Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible (i.e., 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).**	**Big Ideas Red Chapter 10: 10.1, 10.2, 10.3**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**8 days**
Experimental and Theoretical Probability	**Standard - CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.** **Anchor Descriptor - M07.D-S.3.2 Use probability to predict**	**Eligible Content-M07.D-S.3.2.1 Determine the probability of a chance event given relative frequency. Predict the approximate relative frequency given the probability. Example: When rolling a number cube 600**	**Big Ideas Red Chapter 10: 10.3**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**

	outcomes.	**times, predict that a 3 or 6 would be rolled roughly 200 times but probably not exactly 200 times.**			
Simple Events	**Standard - CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.** **Anchor Descriptor - M07.D-S.3.2 Use probability to predict outcomes.**	**Eligible Content-M07.D-S.3.2.2 Find the probability of a simple event, including the probability of a simple event not occurring. Example: What is the probability of not rolling a 1 on a number cube?**	**Big Ideas Red Chapter 10: 10.1**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**3 days**
Compound Events, Sample Spaces, Simulations	**Standard - CC.2.4.7.B.3 Investigate chance processes and develop, use, and evaluate probability models.** **Anchor Descriptor - M07.D-S.3.2 Use probability to predict outcomes.**	**Eligible Content M07.D-S.3.2.3 Find probabilities of independent compound events using organized lists, tables, tree diagrams, and simulation.** **Vocabulary:** • **Compound Events** • **Dependent Events** • **Independent Events**	**Big Ideas Red Chapter 10: 10.4, 10.5, extension 10.5**	**Teacher prepared tests, quizzes, etc.** **Series available assessments online. (Optional)**	**8 days**
Review of 7th Grade Standards					**28 days**
Review and Final Exam					**8 days**

Appendix: A			
IEP Enhancements			
General Topic:	**Specially Designed Instruction:**	**Additional Vocabulary:**	**Assessments/Suggested Time:**
Add and Subtract Rational Numbers	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Additional textbook sent home • Manipulatives • Visual Aids • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **10 days as specified by curriculum with additional time available specific to the individual student**
Add/Subtract on Number Lines	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **1 day as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Multiply/Divide Rational Numbers; repeating/ terminating decimals	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **8 days as specified by curriculum with additional time available specific to the individual student**
Unit Rates	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Proportions (including graphs and tables)	• Preferential Seating • Directions read aloud • Sample problems provided • Extra time to complete assignments • Additional textbook sent home • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **4 days as specified by curriculum with additional time available specific to the individual student**
Constant of Proportionality	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **1 day as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Proportional Relationships with equations	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**
Proportional Relationships with graphs	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **2 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Multi-Step Proportional Relationships and Percent Problems	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **1 day as specified by curriculum with additional time available specific to the individual student**
Simplifying Algebraic Expressions and Factoring	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **5 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Estimation	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **2 days as specified by curriculum with additional time available specific to the individual student**
Multi-Step Real-World problems with Percents	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **Days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Solve Word Problems with Equations	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **6 days as specified by curriculum with additional time available specific to the individual student**
Solving Word Problems with Inequalities	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **8 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Reasonableness of an Answer	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**
Use equations to solve for angles	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **7 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Angle Properties	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**
Circles	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **11 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Real-world problems involving area, volume and surface area	• **Preferential seating** • **Directions read aloud** • **Sample problems provided** • **Extra time to complete assignments** • **Additional textbook sent home** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **15 days as specified by curriculum with additional time available specific to the individual student**
Scale Drawings	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Types of Triangles	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **2 days as specified by curriculum with additional time available specific to the individual student**
Triangle Inequality Theorem	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **1 day as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Cross Sections	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **1 day as specified by curriculum with additional time available specific to the individual student**
Random sampling and valid inferences	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • **Extended time to complete** • **Limited choices from 4 to 3 choices on multiple choice questions** • **Word problems read aloud** • **Less problems if needed** • **Use of scrap paper** • **Quiet testing environment** **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Predictions	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **1 day as specified by curriculum with additional time available specific to the individual student**
Absolute Deviation and Measures of Central Tendency	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Compound Events	• Preferential Seating • Directions read aloud • Sample problems provided • Extra time to complete assignments • Additional textbook sent home • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**
Probability	• Preferential Seating • Directions read aloud • Sample problems provided • Extra time to complete assignments • Additional textbook sent home • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **8 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Experimental and Theoretical Probability	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**
Simple Events	• Preferential Seating • Directions read aloud • Sample problems provided • Additional textbook sent home • Extra time to complete assignments • Manipulatives • Visual Aids • Graph Paper • Class review before tests and quizzes • Highlight Operations • Use of Calculator • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **3 days as specified by curriculum with additional time available specific to the individual student**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Compound Events, Sample Spaces, Simulations	• **Preferential Seating** • **Directions read aloud** • **Sample problems provided** • **Additional textbook sent home** • **Extra time to complete assignments** • **Manipulatives** • **Visual Aids** • **Graph Paper** • **Class review before tests and quizzes** • **Highlight Operations** • **Use of Calculator** • **Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets)** • **Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.**		**Assessments:** • Extended time to complete • Limited choices from 4 to 3 choices on multiple choice questions • Word problems read aloud • Less problems if needed • Use of scrap paper • Quiet testing environment **Suggested Time:** **8 days as specified by curriculum with additional time available specific to the individual student**
Review of 7th Grade Standards	**As listed above**		
Review and Final Exam	**As listed above**		