

**Twin Rivers USD**  
**Grade Seven Common Core Math Pacing**  
**2017-2018**

**Trimester 2**

<b>Pretest Test: November 7</b>
<ul style="list-style-type: none"> <li>• <b>Trimester 2 Pretest Exam</b> Use the information as an additional pacing tool to guide instruction.</li> </ul>

**Unit 4: Proportional Relationships**

<b>Instructional Window (13 days): Nov. 8 – Dec. 6</b>				
<b>Standard(s)</b>				
<b>7.RP.3:</b> Use proportional relationships to solve multi-step ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>				
<b><u>Go Math Lessons</u></b>				
5.1, 5.3				
Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	TE pg. #
5.1	<b>Lesson 1</b> Percent Discount ( <i>m</i> )	7.RP.3	C	2
5.1	<b>Lesson 2</b> Percent Discount ( <i>m</i> )	7.RP.3	P	16
5.1	<b>Lesson 3 (c)</b> Percent Markup ( <i>m</i> )	7.RP.3	C	26
5.1	<b>Lesson 4 (c)</b> Percent Markup ( <i>m</i> )	7.RP.3	P	38
N/A	<b>Lesson 5</b> Commissions ( <i>m</i> )	7.RP.3	C	50
N/A	<b>Lesson 6</b> Tax & Tips ( <i>m</i> )	7.RP.3	P	64
N/A	<b>Lesson 7</b> Commissions & Fees ( <i>m</i> )	7.RP.3	P	74
5.3	<b>Lesson 8 (c)</b> Simple Interest ( <i>m</i> )	7.RP.3	C	84
5.3	<b>Lesson 9 (c)</b> Simple Interest ( <i>m</i> )	7.RP.3	P	94
5.1	<b>Lesson 10</b> Percent of Change ( <i>m</i> )	7.RP.3	C	106
5.1	<b>Lesson 11</b> Percent of Change ( <i>m</i> )	7.RP.3	P	116

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

N/A	<b>Lesson 12</b> Identify Commission, Tax, Discount & Markup ( <i>m</i> )	7.RP.3	MT	128
<b>Suggested Unit 4 Assessment Date – December 7 &amp; 8</b>				

## Unit 5: Expressions

<b>Instructional Window (9 days): Dec. 11 – Jan. 10</b>				
<b>Standard(s)</b>				
<b>7.EE.1:</b> Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.				
<b>7.EE.2:</b> Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5% is the same as multiply by 1.05.”</i>				
<b>Go Math Lessons</b>				
5.2, 6.1				
Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	TE pg. #
6.1	<b>Lesson 1</b> Simplify Expressions ( <i>m</i> )	7.EE.1	P	136
6.1	<b>Lesson 2</b> Expand Expressions ( <i>m</i> )	7.EE.1	P	146
6.1	<b>Lesson 3</b> Factor Expressions ( <i>m</i> )	7.EE.1	P	158
N/A	<b>Lesson 4</b> Model Expressions ( <i>m</i> )	7.EE.2	C	168
5.2	<b>Lesson 5</b> Write Expressions ( <i>m</i> )	7.EE.2	P	178
N/A	<b>Lesson 6</b> Write Equivalent Expressions ( <i>m</i> )	7.EE.2	C	188
N/A	<b>Lesson 7</b> Write Equivalent Expressions ( <i>m</i> )	7.EE.2	P	198
N/A	<b>Lesson 8</b> Expressions ( <i>m</i> )	7.EE.2	MT	210
<b>Suggested Unit 5 Assessment Date – January 11 &amp; 12</b>				

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

## Unit 6: Equations and Inequalities

### Instructional Window (13 days): Jan. 16 – Feb. 2

#### Standard(s)

**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  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  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.*

**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.

- 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?*
- 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.*

#### Go Math Lessons

6.2, 6.3, 6.4, 7.1, 7.2, 7.3

Go Math Lesson	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	TE pg. #
N/A	<b>Lesson 1 (c)</b> Understanding Equations ( <i>m</i> )	7.EE.3	C	216
6.2	<b>Lesson 2 (c)</b> One-Step Equations ( <i>m</i> )	7.EE.4a	P	226
N/A	<b>Lesson 3</b> Model Two-Step Equations ( <i>m</i> )	7.EE.3	C	238
6.3, 6.4	<b>Lesson 4</b> Two-Step Linear Equations: Decimals ( <i>m</i> )	7.EE.3, 4a	P	248
6.3, 6.4	<b>Lesson 5</b> Two-Step Linear Equations: Fractions ( <i>m</i> )	7.EE.4a	P	264
N/A	<b>Lesson 6</b> Two-Step Linear Equations: Variable Both Sides ( <i>m</i> )	7.EE.3, 4a	P	278
N/A	<b>Lesson 7</b> Equations ( <i>m</i> )	7.EE.4a	MT	288

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

7.1	<b>Lesson 8</b> Solve Inequalities ( <i>m</i> )	7.EE.4b	C	292
7.2, 7.3	<b>Lesson 9</b> Two-Step Inequalities: Add & Subtract ( <i>m</i> )	7.EE.4b	P	302
7.2, 7.3	<b>Lesson 10</b> Two-Step Inequalities: Multiply & Divide ( <i>m</i> )	7.EE.4b	P	314
N/A	<b>Lesson 11</b> Inequalities ( <i>m</i> )	7.EE.4b	MT	328
<b>Suggested Unit 6 Assessment Date – February 5 &amp; 6</b>				

### Unit 7: Geometry: Applying Formulas

<b>Instructional Window (10 days): Feb. 7 – Feb. 22</b>				
<b>Standard(s)</b>				
<b>7.G.4:</b> Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.				
<b>7.G.6:</b> 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.				
<b>Go Math Lessons</b> 9.1, 9.2, 9.3, 9.4, 9.5				
Go Math Lessons	Lesson Topic * = optional lesson (c) = combine lessons	Standard	Lesson Focus	TE pg. #
9.1	<b>Lesson 1 (c)</b> Circles: Circumference	7.G.4	C	336
9.1	<b>Lesson 2 (c)</b> Circles: Circumference	7.G.4	P	348
9.2	<b>Lesson 3</b> Area of Circles	7.G.4	P	360
9.3	<b>Lesson 4</b> Area of Composite Figures	7.G.6	P	372
N/A	<b>Lesson 5</b> Area of a Circle	7.G.4	MT	384
9.4	<b>Lesson 6</b> Surface Area: Prisms, Cylinders & Pyramids	7.G.6	C	390
9.4	<b>Lesson 7</b> Surface Area: Prisms, Cylinders & Pyramids	7.G.6	P	402
9.5	<b>Lesson 8</b> Volume	7.G.6	P	416
N/A	<b>Lesson 9</b> Volume and Surface Area	7.G.6	MT	430

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

---

<b><i>Suggested</i> OPTIONAL Unit 7 Assessment Date – February 23 &amp; 26</b>
--

### End of Trimester 2 Assessments

<b><i>Suggested Review Day</i> for Trimester 2 Benchmark Date – February 27 <i>Suggested</i> Trimester 2 Cumulative Benchmark Date – February 28 &amp; March 1 Performance Task – March 2 &amp; 5</b>
---

*m*-major cluster, *s*-supporting cluster, *a*-additional cluster

---