

Fair Lawn

Public Schools

Fair Lawn, NJ

Pre-Algebra
Grade 7

Adopted August

2015

Revised August 2015
Developed August 2013

Grade 7 Pre-Algebra is a mathematics course that was developed by the Fair Lawn grade 7 Pre-Algebra Team and aligned to the Grade 7 Common Core State Standards Initiative and Common Core Anchor Standards for College and Career Readiness.

Pre-Algebra 7

Fair Lawn School District

Committee Credits Grade 7 Pre-Algebra Team

Danielle Novak, Teacher
Stacy Wallstein, Teacher
Lauren Gimon, Supervisor

June 2015

Pre-Algebra 7

I. Course Synopsis

In Grade 7, instructional time should focus on four critical areas: (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.

II. Philosophy & Rationale

The purpose of Pre-Algebra is to introduce algebraic skills and terminology to students as well as to lay the foundation for the Algebra I course. Students will be given opportunities to apply critical thinking skills and algebraic skills to problem solving. Students will be introduced to the language of algebra and discover how to apply algebra to problem solving situations. Students will use mathematical tools and technology when appropriate. The grade 7 Pre-Algebra curriculum develops the foundational skills and knowledge necessary for algebra as defined by the Common Core State Standards for mathematics in grade 7.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

CCSS.MATH.PRACTICE.MP1 - Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and

relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

CCSS.MATH.PRACTICE.MP2 - Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

CCSS.MATH.PRACTICE.MP3 - Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

CCSS.MATH.PRACTICE.MP4 - Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can

apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

CCSS.MATH.PRACTICE.MP5 - Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

CCSS.MATH.PRACTICE.MP6 - Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

CCSS.MATH.PRACTICE.MP7 - Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see

complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x-y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

CCSS.MATH.PRACTICE.MP8 - Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

III. Scope & Sequence

Unit 1: Expressions and Equations (3 weeks)

- Two-Step Equations
- Combining Like Terms
- Equations with Distributive Property
- Factoring Simple Expressions using GCF
- Equations with Variables on Both Sides
- Clearing Fractions in Equations
- Equations with No Solution
- Equations with Infinite Solutions
- Multi-Step Inequalities

Unit 2: The Number System (6 weeks)

- Rational Numbers (Adding, Subtracting, Multiplying, Dividing)
- Complex Fractions
- Perfect Squares 1-25
- Estimating Non-Perfect Square Roots to the Nearest Tenth
- Cube Roots
- Simplifying Expressions with Exponents
- Multiplication of Like Bases (Product Rule)
- Division of Like Bases (Quotient Rule)
- Power Rule of Exponents
- Zero Power Rule of Exponents
- Negative Exponents
- Writing Numbers in Scientific Notation
- Ordering Numbers in Scientific Notation
- Multiplying in Scientific Notation
- Dividing in Scientific Notation
- Finding the Missing Side of a Right Triangle
- Applications of the Pythagorean Theorem (2-D)
- Finding Distance Between Two Points on the Coordinate Plane

Unit 3: Functions (6 weeks)

- Slope
- Linear vs. Nonlinear
- Writing Linear Equations in Slope-Intercept Form

Graphing in Slope-Intercept Form
Proportional Relationships
Rate of Change/Unit Rates
Comparing Unit Rates
Function Notation
Evaluating Functions
Classifying Functions & Relations from Tables and Graphs
Writing Function Rules from a Table or Graph

Unit 4: Ratios, Rates and Proportions (2 Weeks):

Ratios
Proportions
Similar Figures
Indirect Measurement
Maps and Scale Drawings

Unit 5: Percentages (2 Weeks):

Percentages, Decimals, Fractions
Solving Percent Problems Using Proportions
Applications of Percentages (sales tax, tip, commission, markup, discount)
Simple Interest & Final Balance
Percent of Change/Percent of Error

Unit 6: Geometry (5 Weeks):

Drawing Geometric Figures/Drawing Triangles
Area (parallelogram, triangle, trapezoid, composite figures)
Circumference and Area of Circles
Translations
Reflections
Rotations
Dilations
Sequences of Transformations
Similarity/Congruence of Figures
Three Dimensional Figures
Surface Area of 3-D Solids
Volume of 3-D Solids
Cross Sections

Angle Measurements (Supplementary, Complementary, Vertical, Adjacent)
Angles From Parallel Lines Cut By a Transversal (Alt. Interior, Corresponding)
Similarity of Triangles using Angle-Angle Criterion

Unit 7: Systems of Linear Equations (3 weeks)

Solving Systems of Linear Equations by Graphing
Solving Systems of Linear Equations by Substitution
Solving Systems of Linear Equations by Elimination
Solving Systems of Linear Equations by Inspection (One, No, or Infinite Solutions)
Real World Applications of Two Equations with Two Variables

IV. Unit Descriptions

Unit 1: Expressions and Equations

Enduring Understandings

1. Rules of arithmetic and algebra can be used together with (the concept of) equivalence to transform equations so solutions can be found to solve problems.
2. Algebra uses symbols to represent quantities that are unknown or that vary. Mathematical phrases and real-world relationships can be represented using symbols and operations.

Essential Question(s)

1. What are equations and expressions, and how do they differ?
2. How can both simple and multistep algebraic equations be written and solved to find unknown values?
3. Why do we use inverse operations to solve equations?

Learning Objectives

1. Students will be able to solve two-step equations.
2. Students will be able to solve multi-step equations by combining like terms.
3. Students will be able to solve multi-step equations using the distributive property.
4. Students will be able to solve multi-step equations with variables on both sides of the equal sign.
5. Students will be able to solve multi-step equations by clearing fractions.
6. Students will be able to determine if a linear equation has one, no, or an infinite number of solutions.

Common Core State Standards

- 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.
- 7.EE.4.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 using each approach.
- 7.EE.4.b. – Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
- 8.EE.7. – Solve linear equations in one variable

- 8.EE.7.a. – Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- 8.EE.7.b. – Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Do Now activities
 - b. Classwork
 - c. Homework
 - d. Use of white boards
 - e. Unit Test (extended time when needed)
 - f. Review Game
 - g. Project
 - h. Graphic Organizer
 - i. Calculator Use
 - j. Assistive Technology
 - k. Scavenger Hunt
 - l. PARCC Practice
2. English Language Learners.
 - a. Read written instructions.
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Formulas
3. Special Education/504 Students.
 - a. Students may be provided with note organizers / study guides to reinforce key topics.
 - b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.

- d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice
 - i. Pair Visual Prompts with Verbal Presentations
 - j. Provide Formulas
 - k. Check Use of Agenda
4. Gifted and Talented Students.
- a. Use of Higher Level Questioning Techniques
 - b. Extension/Challenge Questions
 - c. Provide Assessments at a Higher Level of Thinking
 - d. Exploration Problems/Proofs

New Jersey Core Curriculum Content Standards - Technology

- *8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.*

Career Readiness Practices

- 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.

NJCCSS 9.2 - Career Awareness, Exploration, and Preparation

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Unit 2: The Number System

Enduring Understandings

1. The use of exponents and scientific notation offer efficient ways of representing large numbers.
2. Some numbers are classified as rational numbers when they can be written in the form of a ratio, while other numbers are classified as irrational.
3. Rational approximations of irrational numbers can be used to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.
4. Properties of integer exponents can be used to generate equivalent numerical expressions.

Essential Questions

1. How do we classify numbers as rational or irrational?
2. What happens to the exponents when multiplying or dividing like bases?
3. How does multiplying by a positive power of 10 affect a number?
4. How does multiplying by a negative power of 10 affect a number?
5. Where can scientific notation be used in the real world?
6. How is squaring a value and finding the square root of a value different?
7. Why do we approximate irrational numbers?
8. How do you approximate the square root of a number that is not a perfect square?
9. What are perfect squares and perfect cubes?

Learning Objectives

1. Students will be able to identify rational and irrational numbers.
2. Students will be able to change a repeating decimal to a fraction.
3. Students will be able to change a fraction to a repeating decimal.

4. Students will be able to memorize perfect squares up to 400 and perfect cubes to 125.
5. Students will be able to estimate non-perfect square roots to the nearest tenth.
6. Students will be able to simplify expressions with exponents.
7. Students will be able to use the product rule, quotient rule, and power rule.
8. Students will be able to use the zero power rule of exponents.
9. Students will be able to simplify expressions that include negative exponents.
10. Students will be able to write numbers in scientific notation.
11. Students will be able to write numbers in standard form.
12. Students will be able to multiply and divide numbers in scientific notation.

Common Core State Standards

- 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.
- 7.NS.1.d. – Apply properties of operations as strategies to add and subtract rational numbers.
- 7.NS.2. – Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
- 7.NS.2.c. – Apply properties of operations as strategies to multiply and divide rational numbers.
- 7.NS.3. – Solve real-world and mathematical problems involving the four operations with rational numbers.
- 7.EE.1. – Apply properties of operations as strategies to add, subtract factor, and expand linear expressions with rational coefficients.
- 8.NS.1. – Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.
- 8.NS.2. – Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions.
- 8.EE.1. – Know and apply the properties of integer exponents to generate equivalent numerical expressions.
- 8.EE.2. – Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

- 8.EE.3. – Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is of the other.
- 8.EE.4. – Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Do Now activities
 - b. Classwork
 - c. Homework
 - d. Use of white boards
 - e. Unit Test (extended time when needed)
 - f. Review Game
 - g. Project
 - h. Graphic Organizer
 - i. Calculator Use
 - j. Assistive Technology
 - k. Scavenger Hunt
 - l. PARCC Practice
2. English Language Learners.
 - a. Read written instructions.
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Formulas
3. Special Education/504 Students.
 - a. Students may be provided with note organizers / study guides to reinforce key topics.
 - b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.

- d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice
 - i. Pair Visual Prompts with Verbal Presentations
 - j. Provide Formulas
 - k. Check Use of Agenda
4. Gifted and Talented Students.
- a. Use of Higher Level Questioning Techniques
 - b. Extension/Challenge Questions
 - c. Provide Assessments at a Higher Level of Thinking
 - d. Exploration Problems/Proofs

New Jersey Core Curriculum Content Standards - Technology

- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Career Readiness Practices

- 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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers

Strand C: Career Preparation

- 9.2.8.B.1 Research careers within the 16 Career Clusters[®] and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Unit 3: Functions

Enduring Understandings

1. Functions are a special type of relationship or rule that uniquely associates members of one set with members of another set.
2. Patterns and relationships can be represented graphically, numerically, and symbolically.
3. Real world situations can be represented symbolically and graphically.
4. Functional relationships can be expressed in real contexts, graphs, algebraic equations, tables, and words; each representation of a given function is simply a different way of expressing the same idea.
5. Slope and y-intercept are keys to solving real problems involving linear relationships.
6. Different representations (written descriptions, tables, graphs, and equations) of the relationships between varying quantities may have different strengths and weaknesses.

Essential Question(s)

1. How can the rate of change be found in various representations of linear data?
2. How can we illustrate a linear equation?
3. How do you write a function rule given a table or a graph?
4. How do graphs help us “visualize” solutions to problems?
5. What is slope, and how is it useful in both creating and reading graphs?
6. How can functions be used to model real-world situations?
7. How can I sketch a graph given a verbal description?
8. How can I find the initial value from a table, graph, equations, or verbal description?

9. What does the slope of the function line tell me about the unit rate?
10. How do you determine if relations are functions?
11. How can graphs and equations of functions help us to interpret real-world problems?

Learning Objectives

1. Students will be able to identify if an ordered pair is a solution to an equation.
2. Students will be able to solve for the missing coordinate of an ordered pair.
3. Students will be able to find the slope of a line by counting.
4. Students will be able to find the slope of a line using the slope formula.
5. Students will be able to graph linear equations from a table of values.
6. Students will be able to graph linear equations using the slope and y-intercept.
7. Students will be able to write the equation of a line in slope-intercept form.
8. Students will be able to interpret the unit rate as the slope of the graph.
9. Students will be able to compare proportional relationships represented in different ways.
10. Students will be able to identify if a table represents a function.
11. Students will be able to identify if a graph represents a function.
12. Students will be able to write function rules from a table or graph.
13. Students will be able to identify the rate of change and initial value from a table and a graph.
14. Students will be able to analyze a graph and determine where it is increasing, decreasing, constant, linear, and non-linear.
15. Students will be able to sketch a qualitative graph given verbal directions.

Common Core State Standards

- 8.EE.5. – Graph proportional relationships, interpreting the unit rates as the slope of the graph. Compare two different proportional relationships represented in different ways.
- specific content standards
- 8.EE.6. – Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx + b$ for a line intercepting the vertical axis at b .
- 8.F.1. – Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8.)
- 8.F.2. – Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- 8.F.3. – Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

- 8.F.4. – Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- 8.F.5. – Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Do Now activities
 - b. Classwork
 - c. Homework
 - d. Use of white boards
 - e. Unit Test (extended time when needed)
 - f. Review Game
 - g. Project
 - h. Calculator Graphing Activity
 - i. Assistive Technology
 - j. PARCC Practice
 - k. Stained Glass Activity
 - l. Happy Hearts Activity
2. English Language Learners.
 - a. Read written instructions.
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Formulas
3. Special Education/504 Students.
 - a. Students may be provided with note organizers / study guides to reinforce key topics.

- b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice
 - i. Pair Visual Prompts with Verbal Presentations
 - j. Provide Formulas
 - k. Check Use of Agenda
4. Gifted and Talented Students.
- a. Use of Higher Level Questioning Techniques
 - b. Extension/Challenge Questions
 - c. Provide Assessments at a Higher Level of Thinking
 - d. Exploration Problems/Proofs

New Jersey Core Curriculum Content Standards - Technology

- *8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.*

Career Readiness Practices

- 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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers

Strand C: Career Preparation

- 9.2.8.B.1 Research careers within the 16 Career Clusters[®] and determine attributes of career success.

- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Unit 4: Ratios, Rates, and Proportions

Enduring Understanding

1. A ratio is a comparison of two quantities by division. All ratios can be written in fraction form a/b .
2. All fractions are ratios, but not all ratios are fractions. Ratios are often used to make “part-part” comparisons, but fractions are not.
3. A unit rate is a measure of one quantity per unit of another quantity.
4. A proportion is a relationship of equality between two ratios. If one quantity in a ratio is multiplied or divided by a particular factor, then the other quantity must be multiplied or divided by the same factor to maintain the proportional relationship.
5. Similar figures, maps, and scale drawings have corresponding quantities that vary proportionally.
6. The graph of a proportional relationship is a straight line through the origin. The point (1, r) on the graph of any proportional relationship represents the unit rate. The unit rate is equivalent to the constant of proportionality.

Essential Question(s)

1. How are equivalent ratios, values in a table, and ordered pairs connected?
2. What are the types/varieties of situations in life that depend on or require the application of ratios and proportional reasoning?
3. How can a complex fraction be simplified?
4. What is the difference between a unit rate and a ratio?

5. What is a proportion?
6. What characteristics define the graphs of all proportional relationships?

Learning Objectives

1. Students will be able to write ratios and use them to compare quantities.
2. Students will be able to find unit rates and unit costs using proportional reasoning.
3. Students will be able to test whether ratios form a proportion by using equivalent ratios and cross products.
4. Students will be able to solve proportions using unit rates, mental math, and cross products.
5. Students will be able to use proportions to find lengths in similar figures, solve problems involving scale and indirect measurement.
6. Students will be able to identify proportional relationships and find constants of proportionality.
7. Students will be able to represent proportional relationships on a graph.

Common Core State Standards

- 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.
- 7.RP.2. – Recognize and represent proportional relationships between quantities.
- 7.RP.2.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.
- 7.RP.2.b. – Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
- 7.RP.2.c. – Represent proportional relationships by equations.
- 7.RP.2.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.
- 7.G.1. – Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Do Now activities

- b. Classwork
 - c. Homework
 - d. Use of white boards
 - e. Unit Test (extended time when needed)
 - f. Review Game
 - g. Project
 - h. Assistive Technology
 - i. PARCC Practice
 - j. Comparing Calories Using Unit Rates Activity
2. English Language Learners.
- a. Read written instructions.
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Formulas
3. Special Education/504 Students.
- a. Students may be provided with note organizers / study guides to reinforce key topics.
 - b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice
 - i. Pair Visual Prompts with Verbal Presentations
 - j. Provide Formulas
 - k. Check Use of Agenda
4. Gifted and Talented Students.
- a. Use of Higher Level Questioning Techniques
 - b. Extension/Challenge Questions
 - c. Provide Assessments at a Higher Level of Thinking
 - d. Exploration Problems/Proofs

New Jersey Core Curriculum Content Standards - Technology

- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.E.1 - Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

Career Readiness Practices

- 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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers

Strand C: Career Preparation

- 9.2.8.B.1 Research careers within the 16 Career Clusters[®] and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Unit 5: Percentages

Enduring Understanding

1. A percent is a ratio that compares a number to 100.
2. Rational numbers can be expressed as fractions, decimals, and percentages (ex $\frac{1}{2} = 0.5 = 50\%$).
3. Proportions and/or equations can be used to solve real-world problems.
4. An understanding of “part” and “whole” is crucial in preventing errors while setting up proportions/equations.
5. An understanding of related vocabulary (tax, tip, discount, markup, commission, interest, etc.) must precede calculations and problem solving.

Essential Question(s)

1. How can percent help you understand situations involving money?
2. How are proportions and/or equations used in problems involving percent?
3. How can two amounts of change be the same but the percentages of change be different?
4. How can percent help to make sense of the world around us?

Learning Objectives

1. Students will be able to convert fractions, decimals, and percentages.
2. Students will be able to use proportions and equations to solve problems involving percent.
3. Students will be able to find solutions to application problems involving percent such as tax, tip, commission, markup, discount, and simple interest.
4. Students will be able to find percent of increase/decrease and percent error

Common Core State Standards

- 7.RP.3. – Use proportional relationships to solve multi-step ratio and percent problems.
- 7.EE.2. – 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.
- 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.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Do Now activities
 - b. Classwork
 - c. Homework
 - d. Use of white boards
 - e. Unit Test (extended time when needed)
 - f. Review Game
 - g. 7.Percentage Project
 - h. Assistive Technology
 - i. PARCC Practice
 - j. Coloring Activity
2. English Language Learners.
 - a. Read written instructions.
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Formulas
3. Special Education/504 Students.
 - a. Students may be provided with note organizers / study guides to reinforce key topics.
 - b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice
 - i. Pair Visual Prompts with Verbal Presentations
 - j. Provide Formulas
 - k. Check Use of Agenda
4. Gifted and Talented Students.

- a. Use of Higher Level Questioning Techniques
- b. Extension/Challenge Questions
- c. Provide Assessments at a Higher Level of Thinking
- d. Exploration Problems/Proofs

New Jersey Core Curriculum Content Standards - Technology

- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.E.1 - Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

Career Readiness Practices

- 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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers

Strand C: Career Preparation

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Unit 6: GeometryEnduring Understanding

1. The measure of an angle describes the opening between the two sides, or rays, that form the angle. It does not depend on the lengths of the sides.
2. The sum of any two sides of a triangle must be greater than the third side. The sum of the angles of a triangle is 180 degrees.
3. Any side of a parallelogram or triangle can be its base. The base and the height of any polygon are always perpendicular to each other.
4. A composite or irregular figure is made up of familiar figures for which we have the tools to find area and perimeter.
5. The ratio of the circumference of a circle to its diameter is pi. Pi is approximately 3.14 or $\frac{22}{7}$.
6. The area of a circle is the product of the circumference of that circle and its radius.
7. One or two congruent figures on a coordinate plane can be mapped onto the other by a series of reflections, translations, or rotations.
8. Transformations and symmetry are used to analyze real-world situations.
9. All right triangles share common characteristics and have a special relationship among their side lengths.
10. Intersecting lines create special relationships among the angles that are formed by their intersection.
11. Volume represents the amount of space that is taken up by a three-dimensional solid.
12. When three-dimensional solids are sliced, different two-dimensional shapes are produced depending on the slice.

Essential Question(s)

1. How do geometric relationships help us to solve problems?
2. Why are vertical angles congruent?
3. How are complementary angles different from supplementary angles?
4. How can solving equations be applied to angle relationships?
5. How do you determine whether a triangle can be formed?
6. What are the various types and properties of triangles?

7. How is the circumference of a circle used to derive the area of a circle?
8. How can you change a figure's position without changing its size and shape?
9. How can you change a figure's size without changing its shape?
10. How can you represent a transformation in the coordinate plane?
11. Does the order of a sequence of transformations matter or will the resulting image be the same?
12. Which transformations or sequences of transformations produce congruent images?
13. Which transformations or sequences of transformations result in similar figures?
14. When can the Pythagorean Theorem be applied to real life situations?
15. How are the parts of a right triangle related?
16. What are the applications of the Pythagorean Theorem and its converse?
17. How do I calculate the volume of a given polyhedron?
18. What is a transversal and how does it impact the angles created by intersecting parallel lines?
19. What is a cross section of a three-dimensional solid?

Learning Objectives

1. Students will be able to identify different pairs of angles.
2. Students will be able to write and solve equations to find unknown angle measures.
3. Students will be able to determine whether a unique triangle, more than one triangle, or no triangle can be formed when given three measurements.
4. Students will be able to find the areas of parallelograms, triangles, trapezoids, and composite figures.
5. Students will be able to find the circumference and area of a circle.
6. Students will be able to recall and apply the Pythagorean Theorem to solve for a missing side of a right triangle.
7. Students will be able to identify the legs and hypotenuse of a right triangle.
8. Students will be able to apply the converse to the Pythagorean Theorem to determine if a given triangle is a right triangle.
9. Students will be able to apply the Pythagorean Theorem to classify triangles as right, acute, or obtuse.
10. Students will be able to explain a proof of the Pythagorean Theorem.
11. Students will be able to use the Pythagorean Theorem to calculate the distance between two points in the coordinate plane.
12. Students will be able to calculate the length of a missing side or diagonal in a three-dimensional figure by applying the Pythagorean Theorem.

13. Students will be able to recall the formulas to calculate the volume of spheres, cylinders, and cones.
14. Students will be able to recognize three-dimensional polyhedrons in real-world situations.
15. Students will be able to name and categorize three-dimensional polyhedrons.
16. Students will be able to calculate the volume of cones, cylinders, and include appropriate units of measurement.
17. Students will be able to use formulas to calculate the volume of real-world polyhedrons.
18. Students will be able to identify interior and exterior angles of a triangle.
19. Students will be able to recall and apply the formula for calculating the interior angle sum of a polygon.
20. Students will be able to recognize parallel lines and transversals.
21. Students will be able to identify special angles, including vertical angles, alternate interior angles, alternate exterior angles, corresponding angles, and same-side interior angles.
22. Students will be able to define and find complementary and supplementary angles of a given angle measurement.
23. Students will be able to prove triangles' similarity based upon Angle-Angle criterion.
24. Students will be able to identify cross sections of various three-dimensional solids.

Common Core State Standards

- 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.
- 7.G.2. – Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. 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.
- 7.G.4. – Know the formula 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.
- 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.
- 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.
- 8.G.A.1 – Verify experimentally the properties of rotations, reflections, and translations:
 - 8.G.A.1.A – Lines are taken to lines, and line segments to line segments of the same length.
 - 8.G.A.1.B – Angles are taken to angles of the same measure.

- 8.G.A.1.C – Parallel lines are taken to parallel lines.
- 8.G.A.2 – Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
- 8.G.A.3 – Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- 8.G.A.4 – Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
- 8.G.B.5. – Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
- 8.G.B.6. – Explain a proof of the Pythagorean Theorem and its converse.
- 8.G.B.7. – Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- 8.G.B.8. – Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- 8.G.C.9. – Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Do Now activities
 - b. Classwork
 - c. Homework
 - d. Use of white boards
 - e. Unit Test (extended time when needed)
 - f. Review Game
 - g. Project
 - h. Calculator Graphing Activity
 - i. Transformation Activity
 - j. Formula Sheet
 - k. Assistive Technology

- l. Play-Doh Activity – Cross Sections
 - m. PARCC Practice
 - n. Popcorn Lab -- Volume
2. English Language Learners.
 - a. Read written instructions.
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Formulas
3. Special Education/504 Students.
 - a. Students may be provided with note organizers / study guides to reinforce key topics.
 - b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice
 - i. Pair Visual Prompts with Verbal Presentations
 - j. Provide Formulas
 - k. Check Use of Agenda
4. Gifted and Talented Students.
 - a. Use of Higher Level Questioning Techniques
 - b. Extension/Challenge Questions
 - c. Provide Assessments at a Higher Level of Thinking
 - d. Exploration Problems/Proofs

New Jersey Core Curriculum Content Standards - Technology

- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.1.8.E.1 - Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

Career Readiness Practices

- 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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers

Strand C: Career Preparation

- 9.2.8.B.1 Research careers within the 16 Career Clusters[®] and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Unit 7: Systems of Linear Equations

Enduring Understanding

1. There are situations that require two or more equations to be satisfied simultaneously.
2. There are several methods for solving systems of linear equations which will result in the same solution.
3. Solutions to systems of equations are ordered pairs and can therefore be interpreted algebraically, geometrically, or in relation to its context.

Essential Question(s)

1. What is a system of linear equations?
2. What are real life applications of systems of equations and how are they used to model these situations?
3. What does the solution to a system of equations mean?
4. How do you know how many solutions a system of equations will have?
5. How can we interpret the solution to a system of linear equations given its real world context?
6. How can we use technology to solve systems of linear equations?
7. What is the best way to solve a particular system of linear equations?
8. What does it mean for a system of linear equations to have no solution?
9. What does it mean for a system of linear equations to have infinite solutions?
10. What does it mean for a system of linear equations to have one solution?

Learning Objectives

1. Students will be able to manipulate equations to slope-intercept form.
2. Students will be able to understand that the solution to a system of equations is the point of intersection of their graphs.
3. Students will be able to solve a system of equations by graphing.
4. Students will be able to solve a system of equations by substitution.
5. Students will be able to solve a system of equations by elimination.
6. Students will be able to identify if a system has one, no, or an infinite number of solutions.
7. Students will be able to solve real-world and mathematical problems.

Common Core State Standards

- 8.EE.8. – Analyze and solve pairs of simultaneous linear equations.
- 8.EE.8.a. – Understand the solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

- 8.EE.8.b. – Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
- 8.EE.8.c. – Solve real-world and mathematical problems leading to two linear equations in two variables.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Do Now activities
 - b. Classwork
 - c. Homework
 - d. Use of white boards
 - e. Unit Test
 - f. Review Game (extended time when needed)
 - g. Project
 - h. Calculator Graphing Activity
 - i. Assistive Technology
 - j. Hybrid Car Project
 - k. PARCC Practice
2. English Language Learners.
 - a. Read written instructions.
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Model and provide examples
 - d. Extended time on assessments when needed.
 - e. Establish a non-verbal cue to redirect student when not on task.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Formulas
3. Special Education/504 Students.
 - a. Students may be provided with note organizers / study guides to reinforce key topics.
 - b. Extended time on assessments when needed.
 - c. Preferred seating to be determined by student and teacher.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.
 - h. Repetition and practice

- i. Pair Visual Prompts with Verbal Presentations
 - j. Provide Formulas
 - k. Check Use of Agenda
4. Gifted and Talented Students.
- a. Use of Higher Level Questioning Techniques
 - b. Extension/Challenge Questions
 - c. Provide Assessments at a Higher Level of Thinking
 - d. Exploration Problems/Proofs

New Jersey Core Curriculum Content Standards - Technology

- 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Career Readiness Practices

- 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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers

Strand C: Career Preparation

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

V. Course Materials (included, but not limited to)

- Textbook – Mathematics Course 3, Publisher: Prentice Hall, Copyright: 2008
- Triumph Learning Performance Coach, grade 7 and grade 8
- Power Up for the PARCC Assessment, Course 2 and Course 3
- Calculator – TI-Nspire
- Rulers
- Graph Paper
- Computer Programs: Online Textbook, Math Circus
- Interactive Student Response Software

VI. Assessments (included, but not limited to)

1. Do Now Problems
2. Quizzes
3. Unit Tests
4. Projects
5. Classwork
6. Homework
7. Individual White Boards
8. Exit Tickets
9. Final Exam
10. PARCC Practice
11. PARCC Assessment
12. Review Games
13. Scavenger Hunts
14. Interactive Student Response Software

VII. Cross Curricular Aspects

1. Scientific Notation (Science)
2. Pythagorean Theorem Projects (Art, History)
3. City Design Project (Art)