

# 7 Math Unit 03: Expressions

Content Area: **Mathematics**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **12 days**  
Status: **Published**

## Unit Overview

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In Chapter 3, students will learn that an algebraic expression can model a real-life situation, one that can be interpreted and explored with *what if* questions.

## Standards

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|               |   |
|---------------|---|
| MATH.7.EE.A.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.                        |
| MATH.7.EE.A.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. |

## Materials

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### Big Ideas Math

- 3.1 Algebraic Expressions
- 3.2 Adding and Subtracting Linear Expressions
- 3.3 The Distributive Property
- 3.4 Factoring Expressions

### Desmos

Unit 6: Expressions

### Additional Resources:

- [ST Math](#)
- [Delta Math](#)
- [3 Act Lessons](#)
- [Brainiaccamp Manipulatives](#)
- [Nearpod Lessons](#)
- [Brainpop Resources](#)
- [Online Resources](#)

## Technology

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CS.6-8.8.1.8.AP.6

Refine a solution that meets users' needs by incorporating feedback from team members and users.

CS.6-8.8.1.8.DA.1

Organize and transform data collected using computational tools to make it usable for a specific purpose.

## **Assessment**

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### **Formative Assessment**

- Teacher Observation
- Daily Quick Check
- Quizzes
- Exit Tickets

### **Summative Assessment**

- Topic Tests
- Benchmark Tests
- NWEA Grade 7 Assessment
- Alternative Assessments: Performance Tasks & Projects

## **Accommodations & Modifications**

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### **Special Education**

- Follow IEP Plan which may contain some of the following examples...
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System

- Another look homework video
- Practice buddy

## **504**

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

## **At-risk of Failure**

- Additional time during intervention time
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
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## **Gifted & Talented**

- Independent projects
- Enrichment pages
- Online games

- Leveled Homework
- Extension Activities
- Today's Challenge

## Interdisciplinary Connections

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### Topic 3 STEM Project - Analyze Activity Tracker Data

In this project, students consider the benefits of activity trackers for reaching health and fitness goals. They will analyze what types of data are collected and whether data provided by trackers is helpful to consumers.

#### Science Connection -

Students consider how activities are related to physiological responses including changes in heart rate, blood pressure, breathing rate, and other factors calculated by activity trackers.

ELA: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Science: MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

#### Climate Change:

- Climate Change: Students may solve real-world problems involving the four operations with rational numbers related to the relationship between altitude and the temperature above sea level.
- Climate Change: Students may solve multi-step real-life problems posed with positive and negative rational numbers in any form related to the relationship between altitude and the temperature above sea level.

## Career Readiness, Life Literacies & Key Skills

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|                  |   |
|------------------|---|
| PFL.9.1.8.CP.1   | Compare prices for the same goods or services.  |
| PFL.9.1.8.EG.1   | Explain how taxes affect disposable income and the difference between net and gross income.   |
| PFL.9.1.8.FI.4   | Analyze the interest rates and fees associated with financial products.   |
| WRK.9.2.8.CAP.2  | Develop a plan that includes information about career areas of interest.  |
| TECH.9.4.8.CI.2  | Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).   |
| TECH.9.4.8.CT.2  | Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). |
| TECH.9.4.8.TL.1  | Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.                            |
| TECH.9.4.8.TL.2  | Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).                      |
| TECH.9.4.8.TL.3  | Select appropriate tools to organize and present information digitally.   |
| TECH.9.4.8.TL.4  | Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).  |
| TECH.9.4.8.IML.9 | Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).   |

## Career Ready Practices

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.