

# Unit 1: Geometry-Based Ratio & Proportional Reasoning

Content Area: **Mathematics**  
Course(s): **Accelerated Math 7**  
Time Period: **1st Marking Period**  
Length: **9 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students study scaled copies of pictures and plane figures, then apply what they have learned to scale drawings, e.g., maps and floor plans. This provides geometric preparation for grade 7 work on proportional relationships as well as grade 8 work on dilations and similarity.

In this unit, students develop the idea of a proportional relationship out of the grade 6 idea of equivalent ratios. Proportional relationships prepare the way for the study of linear functions in grade 8.

In this unit, students extend their knowledge of circles and geometric measurement, applying their knowledge of proportional relationships to the study of circles. They extend their grade 6 work with perimeters of polygons to circumferences of circles, and recognize that the circumference of a circle is proportional to its diameter, with constant of proportionality  $\pi$ . They encounter informal derivations of the relationship between area, circumference, and radius.

In this unit, students deepen their understanding of ratios, scale factors, unit rates (also called constants of proportionality), and proportional relationships, using them to solve multi-step problems that are set in a wide variety of contexts that involve fractions and percentages.

## Transfer

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Students will be able to independently use their learning to solve real-world problems involving...

- representing and using rational numbers in solve real-life situation problems.
- representing rational numbers with visuals (including distance models), language, and real-life contexts.
- apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
- Solve problems involving proportional rate of change.

For more information on transfer, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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### Understandings

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Students will understand that...

- Fractions, decimals, and percents can be used interchangeably.
- Ratios use division to represent relationships between two quantities.
- Proportion represent relationships between parts of a whole.
- The constant of proportionality is also considered to be the unit rate.
- Understand slope as being the proportional rate of change.

### Essential Questions

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Students will consider...

- How can you identify and represent proportional relationships?
- How can you use proportional relationships to solve real world percent problems?
- How are unit rates useful?
- How are parts of circles related to each other?
- How can you use percents to solve real world problems involving sales commissions & tax, percent error and simple interest?
- How do percents relate to scaling figures in geometry?

### Application of Knowledge and Skill

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#### Students will know...

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Students will know...

- how to scale drawings and recognize scaled vs. not scaled
- how to recognize and represent proportional relationships between quantities
- how to compute unit rates associated with fractions, including ratios of lengths, areas, and other quantities measured in like or different units.

- how to use parts of circles to calculate other parts

## **Students will be skilled at...**

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Students will be skilled at...

### Representing

- a scaled copy for a given scale factor
- distances using different scales
- relevant features of a classroom with a scale drawing
- situations involving percent increase and decrease
- situations with percent error
- situations from the news involving percent change

### Generalizing

- about corresponding distances and angles in scaled copies
- about scale factors greater than, less than, and equal to 1
- about scale factors and area
- about scale factors with and without units
- about proportional relationships
- about equations that represent proportional relationships
- about how a constant of proportionality is represented by graphs and tables
- about categories for sorting circles
- about the relationship between circumference and diameter
- about circumference and rotation
- about the relationship between radius and area of a circle

### Explaining

- how to use scale drawings to find actual distances
- how to use scale drawings to find actual distances, speed, and elapsed time
- how to use scale drawings to find actual areas
- how to solve concrete and abstract problems involving an amount plus (or minus) a fraction of that amount
- how to solve percent change problems
- strategies for solving percent problems with fractional percentages
- how to measure lengths and interpret measurement error
- strategies for solving percent error problems

### Comparing

- drink mixtures and figures
- approaches to solving problems involving proportional relationships
- proportional relationships with nonproportional relationships
- tables, descriptions, and graphs representing the same situations

- graphs of proportional relationships

### Interpreting

- representations showing equivalent ratios
- tables showing equivalent ratios
- situations involving proportional relationships
- how a graph represents features of a situation
- situations involving circles
- floor plans and maps
- situations involving circumference and area
- situations involving constant speed
- concrete problems involving percent increase and decrease
- problems involving sales tax and tip
- concrete situations involving percent error

### Justifying

- reasoning about circumference and perimeter
- estimates for the areas of circles
- reasoning about areas of curved figures
- reasoning about the cost of stained glass windows

## **Academic Vocabulary**

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(a fraction) less than  
(a fraction) more than  
actual  
appropriate  
approximation  
area  
area of a circle  
axes  
center (of a circle)  
circle  
circumference  
column  
commission  
constant  
constant of proportionality  
constant speed  
coordinate  
coordinate plane  
coordinates  
correspond  
decimal representation

degrees Fahrenheit  
design  
diameter  
dimension  
discount  
distance  
distributive property  
equation  
equivalent ratios  
equivalent scales  
estimate  
figure  
final / new amount  
floorplan  
formula  
half-circle  
initial / original amount  
interest  
long division  
markdown  
markup  
measurement  
measurement error  
one-dimensional  
origin  
original  
per  
percent error  
percentage  
percentage decrease  
percentage increase  
perimeter  
pi  
plot  
polygon  
proportional relationship  
quadrilateral  
quantity  
quotient  
radius  
reasonable  
reciprocal  
relate  
relationship  
repeating decimal  
represent  
rotation  
row  
sales tax  
scale  
scale drawing  
scale factor

scale without units  
scaled copy  
segment  
situation  
squared  
steady  
surface area  
tape diagram  
tax rate  
temperature  
three-dimensional  
tip  
travel  
two-dimensional  
unit rate  
value  
volume

## **Learning Goal 1**

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Analyze proportional relationships through scale drawings and use them to solve real-world and mathematical problems.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.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.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

## **Target #1.1 -- DOK: 1 Recall and 2 Skill/Concept**

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## SWBAT

- describe some characteristics of a scaled copy.
- tell whether or not a figure is a scaled copy of another figure.

MA.7.G.A.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.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.

## Target #1.2 -- DOK: 2 Skill/Concept

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### SWBAT

- describe what the scale factor has to do with a figure and its scaled copy.
- In a pair of figures, identify corresponding points, corresponding segments, and corresponding angles.

MA.7.G.A.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.
MA.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

## Target #1.3 -- DOK: 2 Skill/Concept

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### SWBAT:

- draw a scaled copy of a figure using a given scale factor.
- identify what operation to use on the side lengths of a figure to produce a scaled copy.

MA.7.G.A.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.7	Look for and make use of structure.

## Target #1.4 -- DOK: 2 Skill/Concept

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SWBAT:

- use corresponding distances and corresponding angles to tell whether one figure is a scaled copy of another.
- see a figure and its scaled copy and explain what is true about corresponding angles.
- see a figure and its scaled copy and explain what is true about corresponding distances.

MA.7.G.A.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.7	Look for and make use of structure.

## Target #1.5 -- DOK 2 Skill/Concept

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SWBAT:

- describe the effect on a scaled copy when I use a scale factor that is greater than 1, less than 1, or equal to 1.
- explain how the scale factor that takes Figure A to its copy Figure B is related to the scale factor that takes Figure B to Figure A.

MA.7.G.A.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.7	Look for and make use of structure.

## Target #1.6 -- DOK 3 Strategic Thinking

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SWBAT:

- describe how the area of a scaled copy is related to the area of the original figure and the scale factor that was used.

MA.7.G.A.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
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	scale.
MA.7.G.B.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.

### **Target #1.7 -- DOK: 2 Skill/Concept**

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SWBAT:

- explain what a scale drawing is, and I can explain what its scale means.
- use a scale drawing and its scale to find actual distances.
- use actual distances and a scale to find scaled distances.

MA.7.G.A.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

### **Target #1.8 -- DOK 2 Skill/Concept**

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SWBAT:

- use a map and its scale to solve problems about traveling.

MA.7.G.A.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

### **Target #1.9 -- DOK: 3 Strategic Thinking**

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SWBAT:

- determine the scale of a scale drawing when I know lengths on the drawing and corresponding actual lengths.
- know how different scales affect the lengths in the scale drawing.

- given actual measurements, create a scale drawing at a given scale.

MA.7.G.A.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

## **Target #1.10 -- DOK: 2 Skill/Concept**

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### SWBAT

- given a scale drawing, create another scale drawing that shows the same thing at a different scale.
- use a scale drawing to find actual areas.

MA.7.G.A.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.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.

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.

## **Target #1.11 -- DOK 3: Strategic Thinking**

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### SWBAT

- explain the meaning of scales expressed without units.
- use scales without units to find scaled distances or actual distances.

MA.7.G.A.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.7	Look for and make use of structure.

## **Target #1.12 DOK 3: Strategic Thinking**

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### SWBAT

- tell whether two scales are equivalent.
- write scales with units as scales without units.

MA.7.G.A.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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.

## **Learning Goal 2**

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Identify characteristics of proportional relationships. Use multiple representations for proportional relationships (equations, tables, graphs)

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CAEP.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.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

## **Target #2. 1 -- DOK: 2 Skill/Concept**

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### SWBAT:

- use a table to reason about two quantities that are in a proportional relationship.
- understand the terms proportional relationship and constant of proportionality.

MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2a	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.
MA.7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.8	Look for and express regularity in repeated reasoning.

## **Target #2.2 -- DOK: 2 Skill/Concept**

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SWBAT:

- find missing information in a proportional relationship using a table.
- find the constant of proportionality from information given in a table.

MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2a	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.
MA.7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.

## **Target #2.3 -- DOK: 3 Strategic Thinking**

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SWBAT:

- write an equation of the form  $y = kx$  to represent a proportional relationship described by a table or a story.
- write the constant of proportionality as an entry in a table.

MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2c	Represent proportional relationships by equations.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.7	Look for and make use of structure.

## Target #2.4 -- DOK: 2 Skill/Concept

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SWBAT:

- find two constants of proportionality for a proportional relationship.
- write two equations representing a proportional relationship described by a table or story.

MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
MA.7.RP.A.2c	Represent proportional relationships by equations.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.6	Attend to precision.

## Target #2.5 -- DOK: 2 Skill/Concept

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SWBAT:

- find missing information in a proportional relationship using the constant of proportionality.
- relate all parts of an equation like  $y = kx$  to the situation it represents.

MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2c	Represent proportional relationships by equations.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

## Target #2.6 -- DOK: 3 Strategic Thinking

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SWBAT:

- decide if a relationship represented by a table could be proportional and when it is definitely not proportional.

MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

## **Target #2.7 -- DOK: 3 Strategic Thinking**

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SWBAT:

- decide if a relationship represented by an equation is proportional or not.

MA.7.G.B.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.
MA.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.6	Attend to precision.

## **Target #2.8 -- DOK: 4 Extended Thinking**

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SWBAT:

- ask questions about a situation to determine whether two quantities are in a proportional relationship.
- solve all kinds of problems involving proportional relationships.

MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.

## **Target #2.9 -- DOK: 3 Strategic Thinking**

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SWBAT:

- Understand the graph of a proportional relationship lies on a line through (0,0).

MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2a	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.

MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.7	Look for and make use of structure.

## Target #2.10 -- DOK: 4 Extended Thinking

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### SWBAT:

- draw the graph of a proportional relationship given a single point on the graph (other than the origin).
- find the constant of proportionality from a graph.
- understand the information given by graphs of proportional relationships that are made of up of points or a line.

MA.7.G.A.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.
MA.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2d	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.7	Look for and make use of structure.

## Target #2.11 DOK: 3 Strategic Thinking

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### SWBAT

- compare two related proportional relationships based on their graphs.
- Understand that the steeper graph of two proportional relationships has a larger constant of proportionality.

MA.7.RP.A.2a	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

## Target #2.12 DOK: 3 Strategic Thinking

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### SWBAT

- interpret a graph of a proportional relationship using the situation.
- write an equation representing a proportional relationship from a graph.

MA.7.RP.A.2a	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.8	Look for and express regularity in repeated reasoning.

## Learning Goal 3

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Explore circles in terms of relationships among radius, diameter and circumference. Calculate area of circles

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.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.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

## Target #3.1 DOK: 2 Skill/Concept

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### SWBAT

- examine quotients and use a graph to decide whether two associated quantities are in a proportional relationship.

- understand that it can be difficult to measure the quantities in a proportional relationship accurately.

MA.7.RP.A.2a	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

### **Target #3.2 DOK: 1 Recall**

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#### SWBAT

- describe the characteristics that make a shape a circle.
- identify the diameter, center, radius, and circumference of a circle.

MA.7.G.A	Draw, construct, and describe geometrical figures and describe the relationships between them.
MA.7.G.A.2	Draw (with technology, with ruler and protractor, as well as freehand) 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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.4	Model with mathematics.
MA.K-12.7	Look for and make use of structure.

### **Target #3.3 DOK 2: Skill/Concept**

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#### SWBAT

- describe the relationship between circumference and diameter of any circle.
- explain what  $\Pi$  ( $\pi$ ) means.

MA.7.G.B.4	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.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.7.RP.A.2a	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.4	Model with mathematics.
MA.K-12.7	Look for and make use of structure.

### Target #3.4 DOK: 2 Skill/Concept

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#### SWBAT

- choose an approximation for  $\Pi$  based on the situation or problem.
- If the radius, diameter, or circumference of a circle is known, find the other two.

MA.7.G.B.4	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.

### Target #3.5 DOK 3: Strategic Thinking

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#### SWBAT

- If the radius or diameter of a wheel is known, find the distance the wheel travels in some number of revolutions.

MA.7.G.B.4	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.
MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.7.RP.A.2a	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.
MA.7.RP.A.2c	Represent proportional relationships by equations.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.4	Model with mathematics.
MA.K-12.6	Attend to precision.

### Target #3.6 DOK: 3 Strategic Thinking

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#### SWBAT

- know whether or not the relationship between the diameter and area of a circle is proportional and can explain how I know.
- If a circle's radius or diameter is known, find an approximation for its area.

MA.7.G.A	Draw, construct, and describe geometrical figures and describe the relationships between
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	them.
MA.7.G.B	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
MA.7.G.B.4	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.
MA.7.RP.A.2a	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.

### **Target #3.7 DOK: 2 Skill/Concept**

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#### SWBAT

- explain how the area of a circle and its circumference are related to each other.
- know and apply the formula for area of a circle.

MA.7.G.B.4	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.4	Model with mathematics.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.

### **Target #3.8 DOK: 2 Skill.Concept**

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#### SWBAT

- calculate the area of more complicated shapes that include fractions of circles.
- write exact answers in terms of  $\Pi$ .

MA.7.G.B.4	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.4	Model with mathematics.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.

### **Target #3.9 DOK: 3 Strategic Thinking**

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#### SWBAT

- decide whether a situation about a circle has to do with area or circumference.

- use formulas for circumference and area of a circle to solve problems.

MA.7.G.B.4	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.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.7	Look for and make use of structure.

## **Learning Goal 4**

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Use proportional relationships to solve multistep ratio and percent problems (for example, simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error)

CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

## **Target #4.1 DOK: 1 Recall**

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SWBAT

- solve problems about ratios of fractions and decimals.

MA.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.6	Attend to precision.
MA.K-12.8	Look for and express regularity in repeated reasoning.

## **Target #4.2 DOK: 2 Skill/Concept**

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SWBAT

- use a table with 2 rows and 2 columns to find an unknown value in a proportional relationship.
- When there is a constant rate, identify the two quantities that are in a proportional relationship.

MA.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.K-12.1	Make sense of problems and persevere in solving them.

MA.K-12.6	Attend to precision.
MA.K-12.8	Look for and express regularity in repeated reasoning.

### Target #4.3 DOK 2: Skill/Concept

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#### SWBAT

- use the distributive property to rewrite an expression like  $x + \frac{1}{2}x$  as  $(1 + \frac{1}{2})x$ .
- I understand that “half as much again” and “multiply by  $\frac{3}{2}$ ” mean the same thing.

MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.6	Attend to precision.

### Target #4.4 DOK: 2 Skill/Concept

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#### SWBAT

- use the distributive property to rewrite an equation like  $x + 0.5x = 1.5x$ .
- write fractions as decimals.
- understand that “half as much again” and “multiply by 1.5” mean the same thing.

MA.7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
MA.7.RP.A.2	Recognize and represent proportional relationships between quantities.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.

### Target #4.5 DOK: 2 Skill/Concept

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#### SWBAT

- draw a tape diagram that represents a percent increase or decrease.
- When a starting amount and the percent increase or decrease is known, find the new amount.

MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.

### Target #4.6 DOK: 2 Skill/Concept

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#### SWBAT

- use a double number line diagram to help me solve percent increase and decrease problems.
- understand that if I know how much a quantity has grown, then the original amount represents 100%.
- When the new amount and the percentage of increase or decrease is known, find the original amount.

MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.

### Target #4.7 DOK: 3 Strategic Thinking

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#### SWBAT

- solve percent increase and decrease problems by writing an equation to represent the situation and solving it.

MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.6	Attend to precision.

### Target #4.8 DOK: 2 Skill/Concept

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#### SWBAT

- understand and solve problems about sales tax and tips.

MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.
MA.K-12.8	Look for and express regularity in repeated reasoning.

## **Target #4.9 DOK: 2 Skill/Concept**

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### SWBAT

- understand and solve problems about commission, interest, markups, and discounts.

MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.6	Attend to precision.
MA.K-12.8	Look for and express regularity in repeated reasoning.

## **Target #4.10 DOK: 2 Skill/Concept**

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### SWBAT

- find the percentage increase or decrease when the original amount and the new amount are known.

MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.
MA.K-12.8	Look for and express regularity in repeated reasoning.

## **Target #4.11 DOK: 3 Strategic Thinking**

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### SWBAT

- represent measurement error as a percentage of the correct measurement.
- understand that all measurements include some error.

MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.

## **Target #4.12 DOK: 2 Skill/Concept**

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### SWBAT

- solve problems that involve percent error.

MA.7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.

## **Formative Assessment and Performance Opportunities**

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- cK-12 Adaptive Practice
- Clicker
- Exit/Admit Ticket
- Journal
- Kahoot
- My Favorite No
- Student Presentation
- Student-Teacher Conference
- Think-Pair-Share

## **Summative Assessment**

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- End of Unit Test
- LinkIt!
- Portfolio
- Pre-Unit Diagnostic Test
- Project
- Quiz

## **21st Century Life and Careers and Technology**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.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.

TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

## **Accommodations & Modifications**

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- 2-color chips
- Adaptive Practice (cK-12 modality)
- Calculator
- Clickers
- Conceptual processing: provide physical example
- Document Cameras
- Graphing Calculators
- Kahoot
- Lesson Extensions
- Manipulatives
- Modification as per IEP/504
- PLIX (cK-12 modality)
- Provide digital version of activities (assistive technology)
- Provide sticky notes or whiteboards
- Show students how to simplify ratios prior to multiplying, reducing the chance of making an error
- Small group instruction

## **Interdisciplinary Connections**

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Have students create scale drawings and scale models using proportional relationships (MA.7.G.A.1)

VPA.1.3.8.D.CS1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
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