# Nov. Gr. 7: Expressions

Content Area: **Math**
Course(s):
Time Period: **November**
Length: **4-5 Weeks**
Status: **Published**

## Unit Overview

Chapter 3:

- Algebraic expressions
- Adding and subtracting linear expressions
- The distributive property
- Factoring expressions

## Enduring Understandings

Students will be able to:

3.1

- identify terms and like terms of algebraic expressions
- combine like terms to simplify algebraic expressions
- write and simplify algebraic expressions to solve real-life problems

3.2

- explain the difference between linear and nonlinear expressions
- find opposites of terms that include variables
- apply properties of operations to add and subtract linear expressions

3.3

- explain how to apply the Distributive Property
- use the Distributive Property to simplify algebraic expressions

3.4

- identify the greatest common factor (GCF) of terms, including variable terms
- use the Distributive Property to factor algebraic expressions
- write a term as a product involving a given factor

## Essential Questions

How can we write an algebraic expression to represent a real world problem?

What does each part of the algebraic expression stand for?

How can we solve and interpret the algebraic expression?

## Instructional Strategies & Learning Activities

- 
    - Guided Practice
    - Problem of the Day
    - My patio activity.  (teacher made)
    - Algebra tiles

- Guided Practice
- Do Now
- Extra Practice & Puzzle Time (Resources)
- Scavenger Hunts
- Coloring Activities
- Task Cards (Around the World)
- Maze Activities
- Quizizz Online Assignments
- Kahoot! Online Games

## Integration of Career Readiness, Life Literacies and Key Skills

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| 9.2.8.CAP | Career Awareness and Planning<br>An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| 9.2.8.CAP.1 | Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. |
| 9.2.8.CAP.2 | Develop a plan that includes information about career areas of interest. |
| 9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.2.8.CAP.4 | Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. |

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| 9.4.8.CT | Critical Thinking and Problem-solving |
| | Multiple solutions often exist to solve a problem. |
| 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). |
| | An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. |
| 9.2.8.CAP.10 | Evaluate how careers have evolved regionally, nationally, and globally. |
| 9.2.8.CAP.12 | Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. |
| 9.4.8.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. |
| | Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. |
| 9.2.8.CAP.15 | Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power. |
| 9.2.8.CAP.16 | Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills. |
| 9.2.8.CAP.19 | Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level. |
| 9.4.8.GCA | Global and Cultural Awareness |
| | Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. |
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| | Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated. |
| 9.4.8.IML.3 | Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). |
| 9.4.8.IML.4 | Ask insightful questions to organize different types of data and create meaningful visualizations. |
| 9.4.8.IML.12 | Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. |
| | Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. |
| 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). |
| 9.4.8.TL.3 | Select appropriate tools to organize and present information digitally. |

## Technology and Design Integration

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| | Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem. |
| 8.1.8.CS.4 | Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. |
| | Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings. |
| 8.1.8.IC.1 | Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. |
| DA | Data & Analysis |
| | People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data. |
| 8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |
| | Computer models can be used to simulate events, examine theories and inferences, or make predictions. |
| 8.1.8.DA.5 | Test, analyze, and refine computational models. |
| 8.2.8.ITH.1 | Explain how the development and use of technology influences economic, political, social, and cultural issues. |
| 8.2.8.ITH.2 | Compare how technologies have influenced society over time. |

## Interdisciplinary Connections

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| LA.RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.6.1 | Write arguments to support claims with clear reasons and relevant evidence. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical

location and/or student grouping

**Differentiation occurring in this unit:**

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    - Challenges will be presented to students as the need arises.

      Struggling students will get additional personalized instruction, and modifications as needed.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

Challenges will be presented to students as the need arises.

Struggling students will get additional personalized instruction, and modifications as needed.

IEP and 504 accommodations will be utilized.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

**End of semester testing**

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

- Kahoot! Games
- Quizizz Games
- Homework
- Q & A
- Scavenger Hunts
- Coloring Activities
- Task Cards
- Partner Activities

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

- Chapter Tests
- Quizzes

## Instructional Materials

1. Big Ideas Math: Modeling Real Life 6th Grade Book
2. Quizizz
3. Kahoot
4. Scavenger Hunts
5. Task Cards
6. Coloring Activities

## Standards

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|---|---|---|
| 0x MA.7.EE.A.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | |
| 0x | MA.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. |

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|---|---|
| MA.6.EE.A.1 | Write and evaluate numerical expressions involving whole-number exponents. |
| MA.6.EE.A.2 | Write, read, and evaluate expressions in which letters stand for numbers. |