# Oct. Gr. 7: Mult. and Div. Rational Numbers

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

## Unit Overview

Chapter 2:

- Multiplying integers
- Dividing integers
- Converting between fractions and decimals
- Multiplying rational numbers
- Dividing rational numbers

## Enduring Understandings

Students will be able to:

- find products of integers - Chapter 2 Section 1
- find quotients of integers - Chapter 2 Section 2
- convert between forms of rational numbers - Chapter 2 Section 3
- find products of rational numbers - Chapter 2 Section 4
- find quotients of rational numbers - Chapter 2 Section 5

## Essential Questions

Can I explain the rules integer and rational number operations?

- Can I evaluate expressions involving rational numbers?
- Can I solve real-life problems involving multiplication and division of rational numbers?

## Instructional Strategies & Learning Activities

- 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 |
| | 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. |
| 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. |

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| 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. |

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| 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.B.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. | |
| 0x | MA.7.NS.A.1 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition |

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| | | and subtraction on a horizontal or vertical number line diagram. |
| 0x | MA.7.NS.A.2 | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. |
| 0x | MA.7.NS.A.2a | Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. |
| 0x | MA.7.NS.A.2b | Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number.If $p$ and $q$ are integers, then $–(p/q) = (–p)/q = p/(–q)$. Interpret quotients of rational numbers by describing real-world contexts. |
| 0x | MA.7.NS.A.2c | Apply properties of operations as strategies to multiply and divide rational numbers. |
| 0x | MA.7.NS.A.2d | Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. |
| 0x | MA.7.NS.A.3 | Solve real-world and mathematical problems involving the four operations with rational numbers. |