Pre-Algebra Grade 7 Curriculum

Unit 1 Numbers and Operations

Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content
19 Days	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	Why is it useful to write numbers in different ways?	Compare real numbers	Students should be able to identify and give examples of Natural numbers, Whole numbers, Integers, Rational numbers and Irrational numbers. Students should be able to compare numbers in the real number system. Students should be able to solve equations by finding square roots or cube roots,	The Real Number System Glencoe Math Accelerated (2014) Section 4-7 Pages 174-179	Irrational number Real number	CC.2.1.8.E.1 Distinguish between rational and irrational numbers using their properties. CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers. M08.A-N.1.1.1 Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansions terminates or repeats.(limit repeating decimals to thousandths) M08.A-N.1.1.2 Convert terminating or repeating decimals to rational numbers(limit decimals to thousandths) M08.A-N.1.1.3 Estimate the value of irrational numbers without a calculator (limit whole number radicands to less than 144) M08.A-N. 1.1.4 Use rational approximations of irrational numbers to compare and order irrational numbers. M08.A-N.1.1.5 Locate/identify rational and irrational numbers at their approximate locations on a

						number line.
There are some	What happens when you	Operations on	Students should be able	Adding, Subtracting,	Additive inverse	CC.2.1.7.E.1 Apply and extend
mathematical	add, subtract, multiply and	Integers	to add two integers.	Multiplying and Dividing		previous understandings of
relationships that	divide integers?		_	Integers	Inductive	operations with fractions to
are always true,			Students should be able		reasoning	operations with rational numbers.
and these			to add more than two	Glencoe Math		
relationships are			integers.	Accelerated (2014)	Conjecture	CC.2.2.7.B.3 Model and solve real-
used as the rules of				Section 2-2		world and mathematical problems
arithmetic and			Students should be able	Pages 55-60		by using and connecting numerical,
algebra and are			to subtract integers.			algebraic, and/or graphical
useful for writing				Glencoe Math		representations.
equivalent forms of			Students should be able	Accelerated (2014)		
expressions and			to find distance on a	Section 2-3		M07.A-N.1.1.2 Represent addition
solving equations			number line.	Pages 63-67		and subtraction on a horizontal
and inequalities						number line.
			Students should be able	Glencoe Math		
			to multiply integers.	Accelerated (2014)		M07.A-N.1.1.1 Apply properties of
				Section 2-4		operations to add and subtract
			Students should be able	Pages 71-76		rational numbers, including real-
			to simplify algebraic			world contexts.
			expressions.	Glencoe Math		
				Accelerated (2014)		M07.B-E.2.1.1 Apply properties of
			Students should be able	Section 2-5		operations with numbers in any
			to divide integers.	Pages 77-82		form; convert between forms as
						appropriate.
			Students should be able			
			to find the mean			
			(average) of a set of data.			
There are some	What happens when you	Operations on	Students should be able	Decimal Operations		CC.2.1.7.E.1 Apply and extend
mathematical	add, subtract, multiply and	decimals	to add and subtract			previous understandings of
relationships that	divide integers?		positive and negative			operations with fractions to
are always true,			decimals.			operations with rational numbers.
and these						
relationships are			Students should be able			CC.2.2.7.B.3 Model and solve real-
used as the rules of			to multiply and divide			world and mathematical problems
arithmetic and			positive and negative			by using and connecting numerical,
algebra and are			decimals.			algebraic, and/or graphical
useful for writing						representations.
equivalent forms of						
expressions and						M07.A-N.1.1.2 Represent addition
solving equations						and subtraction on a horizontal
and inequalities						number line.
						MO7 A N 1 1 1 Apply properties of
						M07.A-N.1.1.1 Apply properties of
						operations to add and subtract
						rational numbers, including real-
						world contexts.

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						M07.B-E.2.1.1 Apply properties of operations with numbers in any form; convert between forms as appropriate.
There are some mathematical relationships the are always true and these relationships are	add, subtract multiply and divide rational numbers?	Fractions and Decimals	Students should be able to write fractions as terminating or repeating decimals. Students should be able	Fractions, Decimals and Percents Glencoe Math Accelerated (2014) Section 3-1 Pages 94-100	Repeating decimal Terminating decimal Bar notation	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. CC.2.2.7.B.3 Model real-world and
used as the rule arithmetic and algebra and are useful for writin	s of		to compare fractions, percent's decimals.	1062334 100	Sur notation	mathematical problems by using numerical, algebraic, and/or graphical representations.
equivalent forn expressions and solving equation and inequalities	l ns					CC.2.1.8.E.1 Distinguish between rational and irrational number using their properties.
						M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including real world contexts; demonstrate that the decimal form of a rational terminates or eventually repeats.
						M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms when appropriate.
						M08.A-N.1.1.1 Determine whether a number is rational or irrational. For rational numbers, show that the decimal expansion terminates or repeats (limit repeating decimals to thousandths.)
There are some mathematical relationships the are always true and these	add, subtract multiply and divide rational numbers?	Rational Numbers	Students should be able to write rational numbers as fractions. Students should be able	Rational Numbers Glencoe Math Accelerated (2014) Section 3-2	Rational Numbers	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers.
relationships ar used as the rule arithmetic and algebra and are useful for writin	s of		to classify rational numbers.	Pages 101-106		CC.2.2.7.B.3 Model real-world and mathematical problems by using numerical, algebraic, and/or graphical representations.

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	equivalent forms of						CC.2.1.8.E.1 Distinguish between
	expressions and						rational and irrational number using
	solving equations						their properties.
	and inequalities						
							M07.A-N.1.1.3 Apply properties of
							operations to multiply and divide
							rational numbers, including real
							world contexts; demonstrate that
							the decimal form of a rational
							terminates or eventually repeats.
							terrimates of eventually repeats.
							MOZD F 2.1.1 Apply properties of
							M07.B-E.2.1.1 Apply properties of
							operations to calculate with
							numbers in any form; convert
							between forms when appropriate.
							MOO A N. 1. 1. 1. Determine out of the co
							M08.A-N.1.1.1 Determine whether a
							number is rational or irrational. For
							rational numbers, show that the
							decimal expansion terminates or
							repeats (limit repeating decimals to
							thousandths.)
	There are some	What happens when you	Operations on	Students should be able	Rational Number	Multiplicative	CC.2.1.7.E.1 Apply and extend
	mathematical	add, subtract multiply and	Rational Numbers	to multiply positive and	Operations	Inverse	previous understandings of
	relationships that	divide rational numbers?		negative fractions.			operations with fractions to
	are always true,				Glencoe Math	Reciprocal	operations with rational numbers.
	and these			Students should be able	Accelerated (2014)		
	relationships are			to evaluate algebraic	Section 3-3	Like fractions	CC.2.2.7.B.3 Model and solve real
	used as the rules of			expressions with	Pages 107-112		world and mathematical problems
	arithmetic and			fractions.		Unlike Fractions	by using and connecting numerical,
	algebra and are				Glencoe Math		algebraic, and/or graphical
	useful for writing			Students should be able	Accelerated (2014)		representations.
	equivalent forms of			to divide positive and	Section 3-4		. op. escritutions.
	expressions and			negative fractions using	Pages 114-119		M07.A-N.1.1.3 Apply properties of
	solving equations				1 0863 114-113		operations to multiply and divide
	• .			multiplicative inverses,	Clanas Mart		
	and inequalities			[a. , . ,	Glencoe Math		rational numbers, including real-
				Students should be able	Accelerated (2014)		world contexts; demonstrate that
				to add rational numbers	Section 3-5		the decimal form of a number
				with common	Pages 120-125		terminates and repeats.
				denominators.			
					Glencoe Math		M07.B-E.2.1.1 Apply properties of
				Students should be able	Accelerated (2014)		operations to calculate with
				to subtract rational	Section 3-6		numbers in any form; convert
				numbers with common	Pages 126-131		between forms as appropriate.
				denominators.			
				Students should be able			

			to add unlike fractions.					
			Students should be able to subtract unlike fractions.					
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	Why is it useful to write numbers in different ways?	Roots	Students should be able to find square roots and cube roots. Students should be able to estimate square roots of non-perfect squares	Square Roots and Cube Roots Glencoe Math Accelerated (2014) Section 4-6 Pages 168-173	Square Roots Perfect squares Radical signs Cube roots Perfect cubes	CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions. CC.2.1.8.E.4 Estimate irrational numbers by comparing them to rational numbers. M08.B-E. 1.1.2 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 perfect squares(up to and including 12^2) and cube roots of perfect cubes (up to and including 5^3) without a calculator. M08.A-N.1.1.3 Estimate the value of an irrational number without a calculator (limit whole number radicand to less than 144) M08.A-N. 1.1.4 Use rational approximations of irrational numbers to compare and order irrational numbers. M08.A-N.1.1.5 Locate and Identify rational and irrational numbers at their approximate locations on a number line.		
Review Common Assessment Unit 1 Numbers and Operations 2 Day								
Test Common Assessment Unit 1 Numbers and Operations 1 Day								

Unit 2 Expressions

Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content
21 Days	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How can one use numbers and symbols to represent mathematical ideas? How can one use numbers and symbols to represent	The Four-Step Plan Expressions	Students should be able to use the Four-Step Plan to solve problems. Students should be able to solve multi-step problems. Students should be able to translate phrases into	A Plan for Problem Solving Glencoe Math Accelerated (2014) Section 1-1 Pages 2-5 Words and Expressions	Numerical	CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connection numerical, algebraic and/or graphical representations. MO7.B-E.2.3.1 Determine the reasonableness of answer(s) or interpret the solutions(s) in the context of the problem. CC.2.1.7.E.1 Apply and extend
	measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	and symbols to represent mathematical ideas?	Order of Operations	to translate phrases into expressions. Students should be able to us the order of operations to evaluate expressions.	Glencoe Math Accelerated (2014) Section 1-2 Pages 6-12	expression Evaluate Order of operations	previous understandings of operations with fractions to operations with rational numbers. M07.A-N.1.1.1 Apply properties of operations to ad and subtract rational numbers, including realworld contexts. M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including real world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats.
	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and	How can one use numbers and symbols to represent mathematical ideas?	Expressions	Students should be able to translate verbal expressions into algebraic expressions. Students should be able to evaluate expressions containing variables.	Variables and Expressions Glencoe Math Accelerated (2014) Section 1-3 Pages 13-18	Algebra Variable Algebraic expressions Defining a variable	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. CC.2.2.7.B.3 Model and solve realworld and mathematical problems by using and connection numerical,

structures in many equivalent forms.					Substitution Property of equality	algebraic and/or graphical representations. M07.A-N.1.1.1 Apply properties of operations to ad and subtract rational numbers, including real-world contexts. M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including real world contexts; demonstrate that the decimal form of a rational number terminates or eventually repeats. M07.B-E.2.2.1 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.
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How can one use numbers and symbols to represent mathematical ideas?	Properties of Addition and Multiplication	Students should be able to identify and use properties of addition and multiplication. Students should be able to use properties to simplify algebraic expressions.	Properties of Numbers Glencoe Math Accelerated (2014) Section 1-4 Pages 19-24	Properties Commutative Property Associative Property Additive Identity Multiplicative Identity Multiplication Property of Zero Substitution Property of Equality Counter Example Simplify Deductive Reasoning	CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions M07.B-E.1.1.1 Apply properties of operations to add, subtract, factor and expand linear expressions with rational coefficients.

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ma rel are an rel uso ari alg uso eq ex sol	nere are some athematical lationships that e always true, nd these lationships are eed as the rules of ithmetic and gebra and are eeful for writing juivalent forms of typressions and lying equations id inequalities	How can you use numbers and symbols to represent mathematical ideas?	Expressions, Equations and Inequalities	Students should be able to identify the parts of an algebraic expression. Students should be able to use the Distributive Property to simplify algebraic expressions.	Simplifying Algebraic Expressions Glencoe Math Accelerated (2014) Section 7-2 Pages 299-304	Term Coefficient Like terms Constant Simplest form Simplifying the expression	CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions. M07.B-E.1.1.1 Apply properties of operations to add, subtract, factor, and expand linear expressions with rational numbers.
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Unit 3 Equations

Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content
17 Days	There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step equations?	Expressions, Equations and Inequalities	Students should be able to solve one step equations by adding and subtracting. Students should be able to solve one step equations by multiplying and dividing. Students should be able to write and solve one step equations given a sentence.	One Step Equations	Solution Inverse operations Equivalent equations.	CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations. CC.2.2.8.B.3 Analyze and solve linear equations and pair of simultaneous linear equations. M07.B-E.2.2.1 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. M08.B-E.3.1.2 Solve linear equations that have rational coefficients, including equations whose solutions require expanding expressions using the Distributive Property and collecting like terms.
	There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step equations?	Expressions, Equations and Inequalities	Students will be able to solve equations by using the distributive property of equality. Students will be able to solve equations using the Multiplication property of equality.	Solving Equations with Rational Coefficients Glencoe Math Accelerated (2014) Section 8-1 Pages 324-329	Solution Inverse operations Equivalent equations.	CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations. CC.2.2.8.B.3 Analyze and solve linear equations and pair of simultaneous linear equations. M07.B-E.2.2.1 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. M08.B-E.3.1.2 Solve linear equations that have rational coefficients,

						including equations whose solutions require expanding expressions using the Distributive Property and collecting like terms.
There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step	Expressions, Equations and Inequalities	Students should be able to solve two-step equations. Students should be able to solve real-world problems involving two-step equations. Students should be able to solve equations of the form p(x + q) = r. Students should be able to solve verbal problems by writing and solving equations of the form p(x + q) = r.	Solving Two-Step Equations Glencoe Math Accelerated (2014) Section 8-2 Pages 333-338 Glencoe Math Accelerated (2014) Section 8-4 Pages 347-351	Two-Step Equations	CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations CC.2.2.8.B.3 Analyze and solve linear equations and pair of simultaneous linear equations. M07.B-E.2.2.1 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. M08.B-E.3.1.2 Solve linear equations that have rational coefficients, including equations whose solutions require expanding expressions using the Distributive Property and collecting like terms.
There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step	Expressions, Equations and Inequalities	Students should be able to solve problems using the distance formula. Students should be able to find the missing sides of a rectangle using perimeter and area.	Solving Formulas	Formula Distance formula Perimeter Area	CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations CC.2.2.8.B.3 Analyze and solve linear equations and pair of simultaneous linear equations. M07.B-E.2.2.1 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. M08.B-E.3.1.2 Solve linear equations that have rational coefficients, including equations whose solutions require expanding expressions using the Distributive Property and collecting like terms.
There are some	How are equations and	Expressions,	Students should be able	Equations with Variables		CC.2.2.7.B.3 Model and solve real

mathematical	inequalities used to describe	Equations and	to solve equations with	on Each Sides	world and mathematical problems
relationships that	and solve multi-step	Inequalities	variables on both sides.		by using and connecting numerical,
are always true,				Glencoe Math	algebraic and/or graphical
and these			Students should be able	Accelerated (2014)	representations
relationships are			to solve equations that	Section 8-5	
used as the rules of			involve grouping	Pages 356-360	CC.2.2.8.B.3 Analyze and solve linear
arithmetic and			symbols.		equations and pair of simultaneous
algebra and are					linear equations.
useful for writing					
equivalent forms of					M07.B-E.2.2.1 Solve word problems
expressions and					leading to equations of the form px
solving equations					+ q = r and $p(x + q) = r$, where p, q
and inequalities					and r are specific rational numbers.
					M08.B-E.3.1.2 Solve linear equations
					that have rational coefficients,
					including equations whose solutions
					require expanding expressions using
					the Distributive Property and
					collecting like terms.

Review Common Assessment Unit 3 Equations 1 Day

Test Common Assessment Unit 3 Equations 1 Day

Unit 4 Monomials and Exponents

Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content
18 Days	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and	How can we show that algebraic properties and processes are extensions of arithmetic properties and processes, and how can we use algebraic properties and processes to solve problems?	Algebraic properties and processes	Use algebraic properties and processes in mathematical situations and apply them to solve real world problems. Student should be able to use the rules of	Factors and Monomials Glencoe Algebra 1 (old) Section 9-1 Glencoe-Algebra 1(2014) Section 8-5 (pgs 494 -498)	Monomials	Prerequisite for: 2.1.A1.E-Apply the concepts of prime and composite monomials to determine GCFs (Greatest Common Factor) and LCMs (Least Common Multiple) of monomials. 2.8.A1.B-Evaluate and simplify not understood algebraic expressions

structures in many equivalent forms			divisibility to find factors. Students should be able to determine if an expression is a monomial.	Glencoe-Algebra 1(2014) Section 7-1 (pgs 391) Pearson-Algebra 1 Section 8-2 (pgs 492-496) Skills Handbook pg 798		and solve and graph linear equations and inequalities. A1.1.1.2-Apply number theory concepts to show relationships between real numbers in problem solving settings. A1.1.1.2.1-Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	Why is it useful to write numbers in different ways?	Powers and Exponents	Students should be able to write expressions using exponents. Students should be able to evaluate expressions containing exponents	Powers and Exponents Glencoe Math Accelerated (2014) Section 4-1 Pages 136-140	Exponent Power Base	CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions. MO8.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with the final answers expressed in exponential form with positive exponents.
There are some mathematical relationships that are always true and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities.	How can we show that algebraic properties and processes are extensions of arithmetic properties and processes, and how can we use algebraic properties and processes to solve problems?	Algebraic properties and processes	Use algebraic properties and processes in mathematical situations and apply them to solve real world problems. Students should be able to factor monomials into primes Students should be able to identify prime and composite numbers.	Prime Factorization Glencoe Algebra 1 (old) Section 9-1 Glencoe-Algebra 1(2010) Section 8-1(pgs 471 -474) Section 8-2 (pgs.476-482) Pearson-Algebra 1 Section 8-2 (pgs 492-496) Skills handbook pg 798	Factored form	CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions. M07.B-E.1.1.1 Apply properties of operations to add, subtract, factor, and expand linear expressions with rational numbers.
There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are	How can you use numbers and symbols to represent mathematical ideas?	Expressions, Equations and Inequalities	Students should be able to find the greatest common factor of two monomials. Students should be able to use properties to factor linear expressions.	Factoring Linear Expressions Glencoe Math Accelerated (2014) Section 7-5 Pages 316-320	Factored Form	CC.2.2.7.B.1 Apply properties of operations to generate equivalent expressions. M07.B-E.1.1.1 Apply properties of operations to add, subtract, factor, and expand linear expressions with rational numbers.

useful for writing equivalent forms of expressions and solving equations and inequalities There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	What happens when you add, subtract multiply and divide rational numbers?	Operations on Rational Numbers	Students should be able to simplify fractions and algebraic fractions using factoring.	Simplify Algebraic Fractions	Algebraic Fractions	CC.2.1.7.E.1 Apply and extend previous understandings of operations with fractions to operations with rational numbers. CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations. M07.A-N.1.1.1 Apply properties of operations to ad and subtract rational numbers, including real-world contexts.
						M07.A-N.1.1.3 Apply properties of operations to multiply and divide rational numbers, including realworld contexts; demonstrate that the decimal form of a number terminates and repeats.
						M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate.
		Revie	ew for Quiz Unit 4 1 Da	ay		
			Quiz Unit 4 1 Day			
Numbers, measures, expressions, equations, and inequalities can	Why is it useful to write numbers in different ways?	Operations with Monomials	Students should be able to multiply and divide monomials. Students should be able	Multiplying and Dividing Monomials Glencoe Math Accelerated (2014)	Monomial	CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions. M08.B-E.1.1.1 Apply one or more
represent mathematical situations and structures in many equivalent forms.			to simplify real number expressions by multiplying and dividing monomials	Section 4-3 Pages 147-152		properties of integer exponents to generate equivalent numerical expressions without a calculator (with the final answers expressed in exponential form with positive

						exponents.
There are some mathematical relationships that are always true and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities.	How can we show that algebraic properties and processes are extensions of arithmetic properties and processes, and how can we use algebraic properties and processes to solve problems?	Algebraic properties and processes	Use algebraic properties and processes in mathematical situations and apply them to solve real world problems. Students should be able to find the Least Common Multiple r of two monomials.	Least Common Multiple Glencoe-Algebra 1(2014) Section 11-6 (pgs 712-719) Pearson-Algebra 1 Section 8-2 (pgs 492-496) Skills Handbook 799	Greatest Common Factor	Prerequisite for: 2.1.A1.E-Apply the concepts of prime and composite monomials to determine GCFs (Greatest Common Factor) and LCMs (Least Common Multiple) of monomials. 2.8.A1.B-Evaluate and simplify not understood algebraic expressions and solve and graph linear equations and inequalities. A1.1.1.2-Apply number theory concepts to show relationships between real numbers in problem solving settings. A1.1.1.2.1-Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	Why is it useful to write numbers in different ways?	Powers and Exponents	Students should be able to write expressions using negative exponents Students should be able to evaluate numerical expressions containing negative exponents.	Negative Exponents Glencoe Math Accelerated (2014) Section 4-2 Pages 141-146	Negative exponents	CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions. M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with the final answers expressed in exponential form with positive exponents.
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	Why is it useful to write numbers in different ways?	Scientific Notation	Students should be able to express numbers in standard form and in scientific notation. Students should be able to compare and order numbers written in scientific notation. Students should be able to use scientific notation to write large and small numbers.	Scientific Notation Glencoe Math Accelerated (2014) Section 4-4 Pages 153-158	Standard Form Scientific Notation	CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions. M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with the final answers expressed in exponential form with positive exponents. M08.B-E.1.1.3 Estimate very large and very small quantities by using

Numbers, measures,	Why is it useful to write numbers in different ways?	Scientific Notation	Students should be able to multiply and divide	Compute with Scientific	Standard Form	numbers expressed in the form of a single digit times an integer power if 10 and express how many times larger or smaller one number is to another. M08.B-E.1.1.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Express answers in scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology. CC.2.2.8.B.1 Apply concepts of radicals and integer exponents to
expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	Transcis in different ways:		numbers in scientific notation. Students should be able to add and subtract numbers in scientific notation. Students should be able to compute with numbers in Scientific Notation.	Glencoe Math Accelerated (2014) Section 4-5 Pages 160-165	Scientific Notation	generate equivalent expressions. M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with the final answers expressed in exponential form with positive exponents. CC.2.2.8.1.B.1 Apply concepts of radicals and integer exponents to generate equivalent expressions. M08.B-E.1.1.1 Apply one or more properties of integer exponents to generate equivalent numerical expressions without a calculator (with the final answers expressed in exponential form with positive exponents. M08.B-E.1.1.3 Estimate very large and very small quantities by using numbers expressed in the form of a single digit times an integer power if 10 and express how many times larger or smaller one number is to

					another. M08.B-E.1.1.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Express answers in scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.		
Review Unit 4 Monomials and Exponents Assessment (1 Day)							
Unit 4 Monomials and Exponents Assessment (1 Day)							

Unit 5 Ratios and Proportions

Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content
20 Days	Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms. Similarity relationships between objects are a form of	How can you identify and represent proportional relationships?	Ratio, Rate, and Proportional Relationships	Students should be able to convert rates using dimensional analysis. Students should be able to convert customary units of capacity. Students should be able to convert customary units of distance, time, weight, and capacity that are two levels apart. Students should be able	Converting Rates Glencoe Math Accelerated (2014) Section 5-4 Pages 200-205	Dimensional analysis	CC.2.1.7.D.1 Analyze proportional relationships and use them to solve real-world and mathematical problems. M07.A-R.1.1.1 Compute Unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like and unlike units. M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems.

		T	T		1	T	1
	proportional			to convert metric units of			
	relationships.			distance, capacity, and			
	Congruence			mass.			
	describes a special						
	•			Ct d a a ta a la a l d la a la la			
	similarity			Students should be able			
	relationship			to convert units of			
	between objects			measure between			
	and is a form of			derived units and to			
	equivalence			solve problems			
	Numbers,	How can you identify and	Ratio, Rate, and	Students should be able	Ratios, Unit Rates and	Ratio	CC.2.1.7.D.1 Analyze proportional
	•		Proportional		Complex Fractions	Natio	relationships and use them to solve
	measures,	represent proportional		to write ratios as	Complex Fractions		•
	expressions,	relationships?	Relationships	fractions in simplest		Rate	real-world and mathematical
	equations, and			form.	Glencoe Math		problems.
	inequalities can				Accelerated (2014)	Unit rate	
	represent			Student should be able to	Section 5-1		M07.A-R.1.1.1 Compute unit rates
	mathematical			simplify ratios involving	Pages 184-188		with ratios of fractions, including
1	situations and			measurement.		Complex fractions	ratios of lengths, areas and other
1				measurement.	Clauses Marth		5 .
	structures in many				Glencoe Math		quantities measured in like and
	equivalent forms.			Students should be able	Accelerated (2014)		different units.
				to find unit rates.	Section 5-2		
	Similarity				Pages 189-193		
	relationships			Students should be able			
	between objects			to compare and use unit	Glencoe Math		
	are a form of			·			
				rates to solve problems.	Accelerated (2014)		
	proportional				Section 5-3		
	relationships.			Students should be able	Pages 194-199		
	Congruence			to simplify complex			
	describes a special			fractions			
	similarity						
	relationship			Students should be able			
	between objects			to find unit rates.			
	,			to find unit rates.			
	and is a form of						
	equivalence.						
	Numbers,	How can you identify and	Ratio, Rate, and	Students should be able	Proportional and	Proportional	CC.2.1.7.D.1 Analyze proportional
1	measures,	represent proportional	Proportional	to identify proportional	Nonproportional		relationships and use them to solve
1	expressions,	relationships?	Relationships	and nonproportional	Relationships	Constant of	real-world and mathematical
	equations, and	. c.ac.onompo.		relationships in tables		proportionality	problems.
	· ·			· ·	Clauses Marth	proportionality	problems.
1	inequalities can			and graphs.	Glencoe Math		
1	represent				Accelerated (2014)	Nonproportional	M07.A-R.1.1.2 Determine whether
	mathematical			Students should be able	Section 5-5		two quantities are proportionally
	situations and			to describe proportional	Pages 206-210	Proportion	related (e.g., by testing for
	structures in many			relationships using an		FIOPOLLIOII	equivalent ratios in a table, graphing
	equivalent forms.			equation.	Glencoe Math		on a coordinate plane and observing
	equivalent lonns.			equation.		Cross Products	<u> </u>
	Circile du			Charles to the Life of	Accelerated (2014)		whether the graph is a straight line
1	Similarity			Students should be able	Section 5-7		through the origin.
	relationships			to use cross products to	Pages 218-223		
	between objects			solve proportions.			M07.A-R.1.1.3 Identify the constant
1				•	1	1	

are a form proportion relationsh Congruenc describes similarity relationsh between c and is a fo equivalence	inal ips. ips a special ip objects rm of		Students should be able to use the constant of proportionality to solve proportions.			of proportionality (unit rate) in tables, graphs, equations and diagrams, and verbal descriptions of proportional relationships. M07.A-R.1.1.4 Represent proportional relationships by equations. (ex. If the cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expresses as t = pn)
Numbers, measures, expression equations, inequalitie represent mathemat situations structures equivalent Similarity relationsh between c are a form proportion relationsh Congruenc describes similarity relationsh between c are a form are a form proportion relationsh congruenc describes similarity relationsh between c and is a fo	relationships? relationships? relationships? relationships? relationships? relationships?	Ratio, Rate, and Proportional Relationships	Students should be able to use scale drawings. Student should be able to construct scale drawings. Students should be able to solve problems involving scale drawings	Scale Drawings and Models Glencoe Math Accelerated (2014) Section 5-8 Pages 224-229	Scale drawing Scale model Scale Scale factor	CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationship between them. M07.C-G.1.1.1 Solve problems involving scale drawings of geometric figures, including finding length and area.
Numbers, measures, expression equations, inequalitie represent mathemat situations structures equivalent	How can you identify and represent proportional relationships? and scan ical and in many	Ratio, Rate, and Proportional Relationships	Students should be able to convert rates using dimensional analysis. Students should be able to convert between systems of measurement. Students should be able	Dimensional Analysis Glencoe Math Accelerated (2014) Section 5-4 Pages 200-205	Dimensional analysis	CC.2.1.7.D.1 Analyze proportional relationships and use them to solve real-world and mathematical problems. M07.A-R.1.1.1 Compute Unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like and unlike units.

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Similarity relationships between objects are a form of proportional relationships. Congruence describes a special similarity relationship between objects and is a form of equivalence	How can you use	Proportionality and	to convert units of measure between derived units and to solve problems	Licing the Descent	Percent	M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems.
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you use proportional relationships to solve real-world percent problems?	Proportionality and Linear Relationships	Students will be able to use the percent proportion to solve problems. Students will be able to apply the percent proportion to real-world problems.	Using the Percent Proportion Glencoe Math Accelerated (2014) Section 6-1 Pages 250-255	Percent Proportion	cc.2.1.7.D.1 Analyze proportional relationships and use them to solve real-world and mathematical problems cc.2.2.7.B.3 Model real world and mathematical problems by using and connection numerical, algebraic, and/or graphical representations. M07.A-R.1.1.4 Represent proportional relationships by equations. (ex. If the cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expresses as t = pn) M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems. (ex. Simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease) M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. (Ex. If a woman making \$25 an hour gets

						a 10% raise, she will make an additional 1/10 of her salary an hour, or 42.50, for a new salary of \$27.50 an hour (or 1.1 x \$25 = \$27.50)
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you use proportional relationships to solve real-world percent problems?	Proportionality and Linear Relationships	Students will be able to solve percent problems using percent equations. Students will be able to solve real-world problems involving taxes and tips	Using the Percent Equation Glencoe Math Accelerated (2014) Section 6-3 Pages 261-266	Percent Equation	CC.2.1.7.D.1 Analyze proportional relationships and use them to solve real-world and mathematical problems CC.2.2.7.B.3 Model real world and mathematical problems by using and connection numerical, algebraic, and/or graphical representations. M07.A-R.1.1.4 Represent proportional relationships by equations. (ex. If the cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expresses as t = pn) M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems. (ex. Simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease) M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. (Ex. If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or 42.50, for a new salary of \$27.50 an hour (or 1.1 x \$25 = \$27.50)
Numbers, measures, expressions,	How can you use proportional relationships to solve real-world percent	Proportionality and Linear Relationships	Students will be able to some simple and compound interest	Simple and Compound Interest	Interest Simple interest	CC.2.1.7.D.1 Analyze proportional relationships and use them to solve real-world and mathematical

inequalities can represent mathematical situations and structures in many equivalent forms.			Students will be able to apply the simple interest equation to real-world problems. Students will be able to solve compound interest problems.	Accelerated (2014) Section 6-6 Pages 281-285	Principle Compound interest	CC.2.2.7.B.3 Model real world and mathematical problems by using and connection numerical, algebraic, and/or graphical representations. M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems. (ex. Simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease) M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. (Ex. If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or 42.50, for a new salary of \$27.50 an hour (or 1.1 x \$25 = \$27.50)
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you use proportional relationships to solve real-world percent problems?	Proportionality and Linear Relationships	Students will be able to solve real-world problems involving discount and markup.	Glencoe Math Accelerated (2014) Section 6-5 Pages 275-280	Markup Selling price Discount	CC.2.1.7.D.1 Analyze proportional relationships and use them to solve real-world and mathematical problems CC.2.2.7.B.3 Model real world and mathematical problems by using and connection numerical, algebraic, and/or graphical representations. M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems. (ex. Simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease) M07.B-E.2.1.1 Apply properties of operations to calculate with

Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How can you use proportional relationships to solve real-world percent problems?	Proportionality and Linear Relationships	Students should be able to find the percent of change. Students should be able to find percent of increase or decrease. Students should be able to find percent error.	Percent of Change Glencoe Math Accelerated (2014) Section 6-4 Pages 270-274	Percent of change Percent of increase Percent of decrease Percent error	numbers in any form; convert between forms as appropriate. (Ex. If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or 42.50, for a new salary of \$27.50 an hour (or 1.1 x \$25 = \$27.50) CC.2.1.7.D.1 1 Analyze proportional relationships and use them to solve real-world and mathematical problems CC.2.2.7.B.3 Model real world and mathematical problems by using and connection numerical, algebraic, and/or graphical representations. M07.A-R.1.1.6 Use proportional relationships to solve multi-step ratio and percent problems. (ex. Simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease) M07.B-E.2.1.1 Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. (Ex. If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or 42.50, for a new salary of \$27.50 an hour (or 1.1 x \$25 = \$27.50)		
Review Unit 5 Ratio and Proportions Assessment (2 Days)								
	Unit 5	Ratio and Proport	ions Assessment (1 [Day)				

Unit 6 Equations and Inequalities

Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content
17 Days	There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step	Expressions, Equations and Inequalities	Students will be able to write inequalities. Students will be able to graph inequalities on a number line.	Inequalities Glencoe Math Accelerated (2014) Section 8-6 Pages 361-366		CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations M07.B-E.2.2.2 Solve word problems leading to inequalities of the form px + q > r or px + q < r , where p, q and r are specific rational numbers and graph the solution set of the inequality.
	There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step	Expressions, Equations and Inequalities	Students should be able to solve inequalities by using the Addition Property of Inequality and Subtraction Property of Inequality. Students will be able to solve inequalities by multiplying or dividing by a positive or a negative number.	Solving Inequalities Glencoe Math Accelerated (2014) Section 8-7 Pages 367-373		CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations M07.B-E.2.2.2 Solve word problems leading to inequalities of the form px + q > r or px + q < r , where p, q and r are specific rational numbers and graph the solution set of the inequality.
	There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing	How are equations and inequalities used to describe and solve multi-step	Expressions, Equations and Inequalities	Students should be able to solve multi-step equations. Students should be able to solve equations involving parentheses and combining like terms.	Solving Multi-Step Equations Glencoe Math Accelerated (2014) Section 8-8 Pages 374-379	Null set Empty set Identity	CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations CC.2.2.8.B.3 Analyze and solve linear equations and pair of simultaneous linear equations.

equivalent forms of expressions and solving equations and inequalities						M07.B-E.2.2.1 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. M07.B-E.2.2.2 Solve word problems leading to inequalities of the form px + q > r or px + q < r , where p, q and r are specific rational numbers and graph the solution set of the inequality. M08.B-E.3.1.1 Write and Identify linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successfully 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) M08.B-E.3.1.2 Solve linear equations that have rational coefficients, including equations whose solutions require expanding expressions using the Distributive Property and
There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step	Expressions, Equations and Inequalities	Students should be able to solve multi-step Inequalities. Students should be able to solve inequalities that involve more than one operation. Students should be able to write an inequality to solve problems.	Solving Multi-Step Inequalities Glencoe Math Accelerated (2014) Section 8-8 Pages 374-379	Null set Empty set Identity	collecting like terms. CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations CC.2.2.8.B.3 Analyze and solve linear equations and pair of simultaneous linear equations. M07.B-E.2.2.1 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. M07.B-E.2.2.2 Solve word problems leading to inequalities of the form

	There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step	Expressions, Equations and Inequalities	Students should be able to solve multi-step equations and Inequalities. Students should be able to solve equations that have no solutions or infinitely many solutions.	Special Equations and inequalities Glencoe Math Accelerated (2014) Section 8-8 Pages 374-379	Null set Empty set Identity	and r are specific rational numbers and graph the solution set of the inequality. M08.B-E.3.1.1 Write and Identify linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successfully 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) M08.B-E.3.1.2 Solve linear equations that have rational coefficients, including equations whose solutions require expanding expressions using the Distributive Property and collecting like terms. CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations CC.2.2.8.B.3 Analyze and solve linear equations and pair of simultaneous linear equations. M07.B-E.2.2.1 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. M07.B-E.2.2.2 Solve word problems leading to inequalities of the form px + q > r or px + q < r , where p, q and r are specific rational numbers and graph the solution set of the inequality.
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						one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successfully 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) MO8.B-E.3.1.2 Solve linear equations that have rational coefficients, including equations whose solutions require expanding expressions using the Distributive Property and collecting like terms.
There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities	How are equations and inequalities used to describe and solve multi-step	Expressions, Equations and Inequalities	Students should be able to write an equation to solve problems involving perimeter and area.	Area and Perimeter Word Problems	Perimeter	CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations CC.2.2.8.B.3 Analyze and solve linear equations and pair of simultaneous linear equations. M07.B-E.2.2.1 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. M07.B-E.2.2.2 Solve word problems leading to inequalities of the form px + q > r or px + q < r , where p, q and r are specific rational numbers and graph the solution set of the inequality. M08.B-E.3.1.1 Write and Identify linear equations in one variable with one solution, infinitely many solutions, or no solution. Show which of these possibilities is the case by successfully 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) M08.B-E.3.1.2 Solve linear equations that have rational coefficients, including equations whose solutions require expanding expressions using the Distributive Property and collecting like terms.			
		Review Common Assessr	ment Unit 6 Equatio	ns and Inequalities 2 D	ays					
		Test Common Assessi	ment Unit 6 Equatio	ns and Inequalities 1 C	Day					
	Unit 7 Relations and Graphing									
Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content			
26 days	Numbers, measures,	How can one use numbers and symbols to represent	Relations	Students should be able to use ordered pairs to	Orders Pairs and Relations	Coordinate system	CC.2.1.7.D.1 Analyze proportional			

					range	M07.A-R.1.1.3 Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. M07.A-R.1.1.5 Explain what a point (x,y) on the graph of a proportional situation, with special attention to the points (0,0) and (1,r), where r is the unit rate. M08.B-E.2.1.1 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	How can one use numbers and symbols to represent mathematical ideas?	Multiple Representations of Relations	Students should be able to use multiple representations to represent relations. Students should be able to translate among different verbal, tabular, graphical, and algebraic representations of relations.	Words, Equations, Tables, and Graphs Glencoe Math Accelerated (2014) Section 1-7 Pages 37-41	Equation	CC.2.2.7.B.3 Model and solve real-world and mathematical problems by using and connection numerical, algebraic, and or graphical representations. M07.B-E.2.2.1 Solve word problems leading to an equations of the form px + q = r and p(x + q) = r, where p, q and r are specific rational numbers.
Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations.	In what ways can a linear function be represented?	All functions are relations. A linear function can be represented and analyzed using many different forms.	Students should be able to determine if a relation is a function. Students should be able to write a function using function natation.	Functions Glencoe Math Accelerated (2014) Section 9-1 Pages 384-389	Function Relation Domian Range Independent variable Dependent variable Vertical line test Function rule	CC.2.2.7.B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic and/or graphical representations

functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations. Relations and functions are mathematical problems words, tables, graphs, and equations. Relations and functions are mathematical problems words, tables, graphs, and equations. Relations and functions are mathematical problems words, tables, graphs, and equations. In what ways can a linear function in terms of slope. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions using ordered pairs. Students should be able to graph linear functions	 1	1	T	T	T	1	T
Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations. Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations. Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations. In what ways can a linear function can be represented and analyzed using words, tables, graphs, and equations. In what ways can a linear function can be represented? In what ways can a linear function can be represented? In what ways can a linear function can be represented and analyzed using many different forms. In what ways can a linear function can be represented? A linear function in terms of slope. A linear function in terms of slope. A linear function can be terms of slope. A linear function can be represented? A linear function can be represented? A linear function can be represented and analyzed using words, tables, graphs, and equations. In what ways can a linear function can be represented? A linear functi						Function notation	
relationships that can be represented and analyzed using words, tables, graphs, and equations. A linear function can be represented and analyzed using many different forms. A linear function can be represented and analyzed using many different forms. Students should be able to find the slope of a line. Pages 396-402 Sction 9-3 Pages 396-402 Slope CC.2.2.8.8.2 Understand the connection between proportion relationships, lines and linear equations. MO7.A-R.1.1.2 Determine who two quantities are proportion related (e.g. by testing for equivalent ratios in a table, gron on a coordinate plane, and observing whether the graph straight line through the organ of the points (0,0) and (1,r) when the unit rate.	functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations.	function be represented? In what ways can a linear	terms of slope. A linear function can be represented and analyzed using many different forms. Linear function in	to solve linear functions with two variables. Students should be able to graph linear functions using ordered pairs. Students should be able	Functions Glencoe Math Accelerated (2014) Section 9-2 Pages 390-395 Constant Rate of Change	Linear Equation Linear function Function table x-intercept y-intercept	
relationships interpreting the rate as the slope of the graph Compared two different proportional relationships represented in different ways Compare a distance-time graph distance –time equation to	relationships that can be represented and analyzed using words, tables, graphs, and		be represented and analyzed using many	relationship. Students should be able	Accelerated (2014) Section 9-3	Constant rate of change	connection between proportional relationships, lines and linear equations. M07.A-R.1.1.2 Determine whether two quantities are proportionally related (e.g. by testing for equivalent ratios in a table, graphing on a coordinate plane, and observing whether the graph is a straight line through the organs) M07.A-R.1.1.5 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. M08.B-E.2.1.1 Graph proportional relationships interpreting the unit rate as the slope of the graph. Compared two different proportional relationships represented in different ways. (ex. Compare a distance-time graph to a distance –time equation to determine which two moving

Review Unit 7 Quiz 1 day										
Unit 7 Quiz 1 day										
Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations.	In what ways can a linear function be represented?	Linear function in terms of slope. A linear function can be represented and analyzed using many different forms.	Students should be able to determine the slopes and y-intercepts of lines. Students should be able to graph linear equations using the slope and y-intercept.	Slope-intercept Form Glencoe Math Accelerated (2014) Section 9-5 Pages 412-417	Slope-intercept form X-Intercept y-Intercept	CC.2.2.7.B.3 Model real-world and mathematical problems by using and connection numerical, algebraic, and/or graphical representations.				
Relations and functions are mathematical relationships that can be represented and analyzed using words, tables, graphs, and equations.	In what ways can a linear function be represented?	Linear function in terms of slope. A linear function can be represented and analyzed using many different forms.	Students should be able to solve systems of equations by graphing. Students should be able to determine the number of solutions of a system of linear equations.	Solving Systems of Equations by Graphing Glencoe Math Accelerated (2014) Section 9-6 Pages 420-424	Systems of Equations	CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations. M08.B-E.2.1.3 Interpret solutions to a system of two linear equations in two variables as points of intersection of their graphs because points of intersection satisfy both equations simultaneously. M08.B-E.3.1.4 Solve systems of equations in two variables algebraically and estimate the solutions by graphing the equations. Solve simple cases by inspection. (ex. 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. M08.B-E.3.1.5 Solve real-world and mathematical problems leading to two linear equations in two variables, (ex. Given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair of points.)				
Relations and functions are mathematical	In what ways can a linear function be represented?	All functions are relations.	Students should be able to solve a system of equations algebraically.	Solving Systems of Equations Algebraically	Substitution	CC.2.2.8.B.3 Analyze and solve linear equations and pairs of simultaneous linear equations.				

	relationships that		Linear function in		Glencoe Math		
	can be represented		terms of slope.	Students should be able	Accelerated (2014)		M08.B-E.2.1.3 Interpret solutions to
	and analyzed using		terms or slope.	to interpret the meaning	Section 9-7		a system of two linear equations in
	words, tables,		A linear function can	of the solutions of a	Pages 425-429		two variables as points of
	graphs, and		be represented and	system of equations.	Fages 423-429		intersection of their graphs because
	equations.		1	system of equations.			points of intersection satisfy both
	equations.		analyzed using many different forms.				
			different forms.				equations simultaneously.
							M08.B-E.3.1.4 Solve systems of
							equations in two variables
							algebraically and estimate the
							solutions by graphing the equations.
							Solve simple cases by inspection.
							(ex. $3x + 2y = 5$ and $3x + 2y = 6$ have
							no solution because 3x + 2y cannot
							simultaneously be 5 and 6.
							Simultaneously be 5 and 6.
							M08.B-E.3.1.5 Solve real-world and
							mathematical problems leading to
							two linear equations in two
							variables, (ex. Given coordinates for
							two pairs of points, determine
							whether the line through the first
							pair of points intersects the line
							through the second pair of points.)
	Relations and	How do you write, solve,	Linear relationships:	Students should be able	Graphing Inequalities in	Boundary	Pre-requisite Skills for:
	functions are	graph, and interpret linear	Equation and	to graph linear	Two Variables		
	mathematical	equations and inequalities to	inequalities in one	inequalities on a		Half-plane	2.8.A1.B-Evaluate and simplify not
	relationships that	model relationships between	and two variables	coordinate plane.	Resources:	rian-piane	understood algebraic expressions
	can be represented	quantities?			Glencoe-Algebra 1		and solve and graph linear
	and analyzed using			Student should be able to	Section 5-6 (pgs 315-320)	Closed half-plane	equations and inequalities.
	words, tables,			solve inequalities by			2.8.A1.E-Use combinations of
	graphs, and			graphing.	Pearson-Algebra 1	Open half-plane	symbols and numbers to create
	equations.				Section 6-5 (pgs394-399)	-1	expressions, equations, and
	·			Students should be able			inequalities in two or more
				to use linear inequalities			variables, systems of equations, and
				when modeling real-			inequalities, and functional
				world situations.			relationships that model problem
							situations.
							A1.1.3.2-Write, solve, and/or graph
							systems of linear inequalities using
							various methods.
							A1.1.3.2.1-Write and/or solve a
							system of linear inequalities using
							graphing. Note: Limit systems to two
							linear inequalities.
							A1.1.3.2.2-Interpret solutions to
L	1	ı	1	ı	1	1	

			problems in the context of the problem situation. Note: Limit systems to two linear inequalities.					
Review Common Assessment Unit 7 Equations and Inequalities 2 days								
Test Common Assessment Unit 7 Equations and Inequalities 1 days								

Unit 8 Data Analysis/ Probability

Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content
17 Days	Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to represent it.	How are statistics used to draw inferences about and compare populations?	Sampling as a method of estimation and prediction	Students should be able to identify various sampling techniques. Students should be able to determine the validity of a sample and predict the actions of the larger group. Students should be able to recognize when statistics and graphs are misleading.	Introduction to Statistics Glencoe Math Accelerated (2014) Section 10-5 Pages 462-467	Sample Population Unbiased sample Random Simple random sample Stratified random sample Systematic random sample Biased sample Convenience sample Voluntary	CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts. M07.D-S.1.1.1 Determine whether a sample is a random sample given a real-world situation. M07.D-S.1.1.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. (Ex. 1 Estimate the mean word length in a book by randomly sampling words from a book; Ex.2 Predict the winner of a school election based on randomly sampled survey data)
	Some questions can be answered by collecting, representing, and	How are statistics used to draw inferences about and compare populations?	Data Representations, Interpretations, and Analyses	Students should be able to use the mean, median and mode as measures of central tendency.	Measures of Center Glencoe Math Accelerated (2014)	response sample Statistics Measures of center	CC.2.3.7.B.2 Draw informal comparative inferences about two populations.

analyzing date the question answered determines the data to be collected, how to collect it, a how best to represent it.	o be e v best		Students should be able to choose appropriate measures of central tendency and recognize measures of statistics.	Section 10-1 Pages 434-439		M07.D-S.2.1.1 Compare two numerical data distributions using measures of center and variability. (Ex1. The mean height of players on the basketball team is 10 cm greater than the mean height of player on the soccer team. This difference is equal to approximately twice the variability (mean absolute deviation) on either team On a line plot; note the difference between the two distributions of height. Ex 2. Decide whether the words in a chapter of a 7th grade science book are generally longer than the words in a chapter of a 4th grade science
Some question be answered collecting, representing, analyzing date the question answered determines the data to be collected, how to collect it, a how best to represent it.	draw inferences about and compare populations? and a, and o be e	Data Representations, Interpretations, and Analyses	Students should be able to find measures of variability. Students should be able to use measures of variability to interpret and analyze data.	Measures of Variability Glencoe Math Accelerated (2014) Section 10-2 Pages 440-446	Measures of variability Range Quartiles First quartile Third quartile Interquartile range outlier	book.) CC.2.3.7.B.2 Draw informal comparative inferences about two populations. M07.D-S.2.1.1 Compare two numerical data distributions using measures of center and variability. (Ex1. The mean height of players on the basketball team is 10 cm greater than the mean height of player on the soccer team. This difference is equal to approximately twice the variability (mean absolute deviation) on either team On a line plot; note the difference between the two distributions of height. Ex 2. Decide whether the words in a chapter of a 7th grade science book in a chapter of a 4th grade science book.)
Some question be answered collecting, representing, analyzing date the question answered determines the data to be	draw inferences about and compare populations? and a, and o be	Data Representations, Interpretations, and Analyses	Students will be able to compare two populations using the measures of center and variability. Students should be able to compare two populations when only one is symmetric.	Compare Populations Glencoe Math Accelerated (2014) Section 10-4 Pages 454-460	Box plot Double Box Plot	CC.2.3.7.B.2 Draw informal comparative inferences about two populations. M07.D-S.2.1.1 Compare two numerical data distributions using measures of center and variability. (Ex1. The mean height of players on the basketball team is 10 cm greater

collected, how best to collect it, and how best to represent it. Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to represent it. Some questions can be answered by collecting, representing, and analyzing data, and the question to be answered determines the data to be collected, how best to collect it, and how best to collect it, and how best to	How are statistics used to draw inferences about and compare populations? How are statistics used to draw inferences about and compare populations?	Elementary Probability Elementary Probability	Students should be able to find the probability of simple events. Students should be able to find the probability of the complement of an event. Students should be able to find the number of outcomes for an event. Students should be able to find the probability of a compound event.	Probability of Simple Events Glencoe Math Accelerated (2014) Section 10-6 Pages 470-474 Probability of Compound Events Glencoe Math Accelerated (2014) Section 10-8 Pages 482-486	Outcome Simple event Probability Sample space complement Compound events Tree diagram Fundamental Counting Principal	than the mean height of player on the soccer team. This difference is equal to approximately twice the variability (mean absolute deviation) on either team On a line plot; note the difference between the two distributions of height. Ex 2. Decide whether the words in a chapter of a 7th grade science book are generally longer than the words in a chapter of a 4th grade science book.) CC.2.4.7.B.3 Investigate chance processes and develop, use and evaluate probability models. M07.D-S.3.1.1 Pedict or determine whether some outcomes are certain, more like, less likely or impossible (i.e., a probability near 0 indicates an unlikely event, a probability around ½ indicates an vent that is neither unlikely nor likely, and a probability near 1 indicates a likely event) CC.2.4.7.B.3 Investigate chance processes and develop, use and evaluate probability models M07.D-S.3.2.3 Find the probabilities of independent compound events using organized lists, tables, tree diagrams and simulations.		
Review Unit 8 Data Analysis and Probability Common Assessment (2 Days)								

Unit 9 Geometry

Estimated Time Frame for Unit	Big Ideas	Essential Question	Concepts	Competencies	Lesson Plans and Suggested Resources	Vocabulary	Standards/Eligible Content
14 Days	Geometric relationships can be described, analyzed and classified based on special reasoning and/or visualization.	How do you determine congruence and similarity?	Properties of Angles and their Measure	Students should be able to examine relationship between pairs of angles. Students should be able to use properties of angle types and properties of angles formed when two parallel lines are cut by a transversal.	Angles and Line Relationship Glencoe Math Accelerated (2014) Section 11-1 Pages 494-500	Vertical angles Adjacent angles Complementary angles Supplementary angles Perpendicular lines Parallel lines Transversals Alternate interior angles Alternate exterior angles Corresponding angles	CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area surface area, circumference and volume. M07.C-G. 2.1.1 Identify and use properties of supplementary, complementary, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. M07.C-G.2.1.2 Identify and use properties of angles formed when two parallel lines are cut by a transversal (e.g., angles may include alternate interior, alternate exterior, vertical, corresponding)
	Geometric relationships can be described, analyzed and classified based on special reasoning and/or visualization.	How do you determine congruence and similarity?	Geometric Figures and their Properties Congruence	Students should be able to apply the properties of all types of triangles based on angle and side measure. Students should be able to find the missing angle measure of a triangle. Students should be able	Triangles and Polygons Glencoe Math Accelerated (2014) Section 11-2 Pages 503-508 Section 11-3 Pages 513-518	Line segment Triangle Vertex Interior angle Exterior angle Congruent	CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationship between them. M07.C-G.1.1.2 Identify or describe the properties of all types of triangles based on angle and side measure. M07.C-G.1.1.3 Use and apply the Triangle Inequality theorem.

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			to classify a triangle by its angles and by its sides.			
			angles and by its sides.		Polygon	
			Students should be able			
			to classify polygons.		Diagonal	
			71 70		Regular polygon	
			Students should be able			
			to determine the sum of			
			the measures of the			
			interior angles of a			
			polygon.			
There are some	What do geometric formulas	Geometric Figures	Students should be able	Circles and	Circle	CC.2.3.7.A.1 Solve real-world and
mathematical	tell us about the properties of		to solve problems	Circumference		mathematical problems involving
relationships that	objects in two and three	Circumference	involving area and		Center	angle measure, area, surface area,
are always true,	dimensions?		circumference of circles.	Glencoe Math		circumference, and volume.
and these			Charles to also delles 11	Accelerated (2014)	Diameter	M07.0.0.3.3.1.5
relationships are used as the rules of			Students should be able to find the circumference	Section 12-1	Dadius	M07.C-G.2.2.1 Find the area and
arithmetic and			of a circle.	Pages 558-562	Radius	circumference of a circle. Solve problems involving area and
algebra and are			or a circle.		Circumference	circumference of a circle(s).
useful for writing					on cumerence	on carrier enter en a en ele(e).
equivalent forms of					Pi	
expressions and						
solving equations						
and inequalities.						
There are some	What do geometric formulas	Geometric Figures	Students should be able	Area of Circles		CC.2.3.7.A.1 Solve real-world and
mathematical	tell us about the properties of	A of C	to solve problems	Clauses Marth		mathematical problems involving
relationships that are always true,	objects in two and three dimensions?	Area of Geometric Figures	involving area and circumference of circles	Glencoe Math Accelerated (2014)		angle measure, area, surface area, circumference, and volume.
and these	differisions:	rigures	circumerence of circles	Section 12-2		circumerence, and volume.
relationships are			Students should be able	Pages 563-567		M07.C-G.2.2.1 Find the area and
used as the rules of			to find areas of circles.	3		circumference of a circle. Solve
arithmetic and						problems involving area and
algebra and are			Students should be able			circumference of a circle(s).
useful for writing			to use areas of circles to			
equivalent forms of			solve problems.			
expressions and						
solving equations and inequalities.						
There are some	What do geometric formulas	Geometric Figures	Students should be able	Area of Composite	Composite Figures	CC.2.3.7.A.1 Solve real-world and
mathematical	tell us about the properties of	Geometric rigures	to solve problems	Figures	Composite rigures	mathematical problems involving
relationships that	objects in two and three	Area of Composite	involving area and			angle measure, area, surface area,
are always true,	dimensions?	Figures	circumference of circles	Glencoe Math		circumference, and volume.
and these				Accelerated (2014)		
relationships are			Students should be able	Section 12-3		M07.C-G.2.2.2 Solve real world and

used as the ru arithmetic an algebra and a useful for wri equivalent fo expressions a solving equat and inequalit	I re ing ms of ad ons		to find the area of composite figures. Students should be able to solve problems involving area of composite figures.	Pages 568-573		mathematical problems involving area, volume, and surface area of two-dimensional and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
There are son mathematica relationships are always true and these relationships used as the rue arithmetic an algebra and a useful for wriequivalent for expressions a solving equat and inequaliti	tell us about the properties of objects in two and three dimensions? are les of les ing ms of ad ons ess.		Students should be able to solve mathematical problems involving area, volume, and surface area of two and three-dimensional figures. Students should be able to find volumes of prisms. Students should be able to find volumes of composite figures	Volume of Three- Dimensional Figures Glencoe Math Accelerated (2014) Section 12-5 Pages 580-585	Volume	CC.2.3.7.A.1 Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume. M07.C-G.2.2.2 Solve real world and mathematical problems involving area, volume, and surface area of two-dimensional and threedimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
There are son mathematica relationships are always tru and these relationships used as the ru arithmetic an algebra and a useful for wri equivalent fo expressions a solving equat and inequaliti	tell us about the properties of objects in two and three dimensions? are less of less in general tree in gene	Volume of Solids	Students should be able to solve mathematical problems involving area, volume, and surface area of two and three-dimensional figures. Students should be able to find the volume of a circular cylinder. Students should be able to Find volumes of composite figures involving circular cylinders.	Volume of Cylinders Glencoe Math Accelerated (2014) Section 12-6 Pages 586-590		CC.2.3.8.A.1 Apply the concept of volume of cylinders, cones and spheres to solve real-world and mathematical problems. M08.C-G.3.1.1 Apply formulas for volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.
There are son mathematica relationships are always tru and these relationships used as the ru arithmetic an algebra and a	tell us about the properties of objects in two and three dimensions? are les of l	Volume of Solids	Students should be able to solve mathematical problems involving area, volume, and surface area of two and three-dimensional figures. Students should be able to find the volume of	Volume of Pyramids, Cones, and Spheres. Glencoe Math Accelerated (2014) Section 12-7 Pages 595-600	Sphere	CC.2.3.8.A.1 Apply the concept of volume of cylinders, cones and spheres to solve real-world and mathematical problems. M08.C-G.3.1.1 Apply formulas for volumes of cones, cylinders, and spheres to solve real-world and mathematical problems.

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	useful for writing			pyramids, cones and			
	equivalent forms of			spheres.			
	expressions and						
	solving equations						
	and inequalities.		- ·				
	There are some	What do geometric formulas	Surface Area	Students should be able	Surface areas of Prisms.	Lateral faces	CC.2.3.7.A.1 Solve real-world and
	mathematical	tell us about the properties of		to solve mathematical	01 24 11	1	mathematical problems involving
	relationships that	objects in two and three		problems involving area,	Glencoe Math	Lateral area	angle measure, area, surface area,
	are always true,	dimensions?		volume, and surface area	Accelerated (2014)		circumference, and volume.
	and these			of two and three-	Section 12-8	Surface area	
	relationships are			dimensional figures.	Pages 603-607		M07.C-G.2.2.2 Solve real world and
	used as the rules of						mathematical problems involving
	arithmetic and			Students should be able			area, volume, and surface area of
	algebra and are			to find lateral area and			two-dimensional and three-
	useful for writing			surface area of prisms.			dimensional objects composed of
	equivalent forms of						triangles, quadrilaterals, polygons,
	expressions and			Students should be able			cubes, and right prisms.
	solving equations			to find surface area of			
	and inequalities.			real-world objects			
				shaped like prisms.			
	There are some	What do geometric formulas	Surface Area	Students should be able	Surface areas of		CC.2.3.7.A.1 Solve real-world and
	mathematical	tell us about the properties of		to solve mathematical	Cylinders.		mathematical problems involving
	relationships that	objects in two and three		problems involving area,			angle measure, area, surface area,
	are always true,	dimensions?		volume, and surface area	Glencoe Math		circumference, and volume.
	and these			of two and three-	Accelerated (2014)		
	relationships are			dimensional figures.	Section 12-9		M07.C-G.2.2.1 Find the area and
	used as the rules of				Pages 610-614		circumference of a circle. Solve
	arithmetic and			Students should be able			problems involving area and
	algebra and are			to find lateral area and			circumference of a circle(s).
	useful for writing			surface area of cylinders.			
	equivalent forms of						M07.C-G.2.2.2 Solve real world and
	expressions and			Students should be able			mathematical problems involving
	solving equations			to compare surface areas			area, volume, and surface area of
	and inequalities.			of cylinders.			two-dimensional and three-
							dimensional objects composed of
							triangles, quadrilaterals, polygons,
							cubes, and right prisms.
	There are some	What do geometric formulas	Surface Area	Students should be able	Surface areas of	Regular pyramids	CC.2.3.7.A.1 Solve real-world and
	mathematical	tell us about the properties of		to solve mathematical	Pyramids and Cones.		mathematical problems involving
	relationships that	objects in two and three		problems involving area,		Slant height	angle measure, area, surface area,
	are always true,	dimensions?		volume, and surface area	Glencoe Math		circumference, and volume.
	and these			of two and three-	Accelerated (2014)		
	relationships are			dimensional figures.	Section 12-10		M07.C-G.2.2.1 Find the area and
	used as the rules of				Pages 615-620		circumference of a circle. Solve
	arithmetic and			Students should be able	. 0 - 7 7 7		problems involving area and
	algebra and are			to find lateral area and			circumference of a circle(s).
	useful for writing			surface area of pyramids			
ł	ascial for writing	L	l	Sarrace area or pyrannas	l .	<u> </u>	

equivalent forms of expressions and solving equations and inequalities. There are some mathematical relationships that are always true, and these relationships are used as the rules of arithmetic and algebra and are useful for writing equivalent forms of expressions and solving equations and inequalities.	What do geometric formulas tell us about the properties of objects in two and three dimensions?	Geometric Figures	Students should be able to describe the two dimensional figures that result from slicing a three-dimensional figure. Students should be able to identify three-dimensional figures.	Three-Dimensional Figures Glencoe Math Accelerated (2014) Section 12-4 Pages 574-579	Plane Solids Polyhedron Edge Vertex Face Prism Bases Pyramid Cylinder Cone Cross Section	M07.C-G.2.2.2 Solve real world and mathematical problems involving area, volume, and surface area of two-dimensional and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. CC.2.3.7.A.2 Visualize and represent geometric figures and describe the relationship between them. M07.C-G.1.1.4 Describe the two-dimensional figures that result from slicing three-dimensional figures.		
Review Unit 9 Geometry Common Assessment (1 Day)								
Unit 9 Geometry Common Assessment (1 Day)								