

MCS MYP Grade 7 Mathematics Subject Group Overview

Unit Name		Making Relevant Connections within The Number System	Reasoning with Expressions, Equations, and Inequalities	Exploring Ratios and Proportional Relationships	Making Relevant Connections with Geometry	Investigating Probability	Culminating Capstone Unit
Time Frame		6-7 weeks	6 - 7 weeks	5-6 weeks	5 - 6 weeks	4 - 5 weeks	1 - 2 week
	Standards	7.NR.1 7.MP.1-8	7.PAR.2 7.PAR.3 7.MP.1-8	7.PAR.4 7.MP.1-8 *6.NR.2*	7.GSR.5 7.MP.1-8	7.PR.6 7.MP.1-8	All standards 7.MP.1-8
	Approaches To Learning Instructional Strategies	Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback. Category: Thinking Cluster: CriticalThinking, Creative Thinking & Transfer Skill Indicator: Apply skills and knowledge in unfamiliar situations.	Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback. Category: Self Management Cluster: Organization, Affective, & Reflection Skills Skill Indicator: Practice “bouncing back” after adversity, mistakes, and failures	Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback. Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator :Draw reasonable conclusions and generalizations	Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback. Category: Self Management Cluster: Organization, Affective, & Reflection Skills Skill Indicator: Keep an organized and logical system of information files/notebooks. Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Apply skills and knowledge in unfamiliar situations.	Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback. Category: Self Management Cluster: Organization, Affective, & Reflection Skills Skill Indicator: Keep an organized and logical system of information files/notebooks	Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback. Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Use models and simulations to explore complex systems and issue
	Statement of Inquiry	Mathematical models can help people represent real world relationships using operations with rational numbers.	Logic can be used to justify equivalent relationships.	Identifying proportional relationships can help simplify decision-making.	We can use formulas to model structures and relationships in the real world.	Decisions reached through logic may not always reflect beliefs about fairness.	A logical process helps to model and generalize the natural world.
	Global Context	Identity and Relationships	Identities and Relationships	Globalization and Sustainability	Orientation in space and time	Fairness and development	Identities and Relationships

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	Key Concepts	Relationships The connections and associations between properties, objects, people and ideas.	Relationships The connections and associations between properties, objects, people and ideas.	Relationships The connections and associations between properties, objects, people and ideas.	Form The shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.	Logic A method of reasoning and a system of principles used to build arguments and reach conclusions.	Logic A method of reasoning and a system of principles used to build arguments and reach conclusions.
	Related Concepts	Model, Representation	Equivalence, Justification	Equivalence, Simplification	Measurement, Space	Generalization, Justification, Model	Generalization, Justification, Model
	Design Cycle Transdisciplinary	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing
		Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas
		Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution
		Evaluation	Evaluation	Evaluation	Evaluation	Evaluation	Evaluation
	MYP Assessments/ Performance Tasks	MYP: Topic 1 Performance Assessment Form A Criterion A: Knowing and Understanding Criterion D: Investigating Patterns	MYP: Topic 5 Performance Assessment Form B Criterion A: Knowing and Understanding Criterion B: Investigating Patterns Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts	MYP: Topic 2 Performance Task B Criterion A: Knowing and Understanding Criterion B: Investigating Patterns Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts	MYP: Topic 8 Performance Task Form A & B Criterion A: Knowing and Understanding Criterion B: Investigating Patterns Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts	MYP: Topic 7 Performance Task A Criteria A :Knowing and Understanding Criteria B: Investigating Patterns Criteria D :Applying Math to real-world context	MYP: Make Your Own Math Project Criterion A: Knowing and Understanding
	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.					