# Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

**Content Area: Mathematics**
**Course: Pre-Algebra 7 (MA702)**
**Grade(s): 7**

## Course Overview

*Pre-Algebra 7 is designed for highly motivated students who possess excellent quantitative skills. This one-year course has been designed to equip students with the skills needed for Foundations of Algebra. Students study traditional topics in numeration and computation using an algebraic approach. Students will solidify their computation skills with rational numbers and integers, applying both number sets to algebraic and real-world problems. Students will be expected to write and solve one- and two-step equations with rational coefficients, solve and graph one- and two-step inequalities with integer and rational coefficients, and evaluate algebraic expressions with integers and rational numbers. In addition, students at this level will extend their understanding of algebraic expressions through the integration of exponent rules, including simplifying expressions with Scientific Notation. Order of operations will be extended to simplifying expressions with exponents. Ratios, proportions, and percents will be represented using tables, graphs and equations in real-world contexts.*

*Students will extend their work in two-dimensional geometry by finding areas of compound figures, or finding missing dimensions given the area and remaining dimension(s). The three-dimensional geometry unit will include recognizing the two-dimensional shapes formed by slicing solids in different ways, knowing properties of solids and identifying their parts, and finding surface area and volume. The statistics and probability units will include comparative analysis of similar data sets, theoretical and experimental probability, random sampling, tree diagrams showing possible outcomes, and graphs. Throughout the course, technology, interdisciplinary activities, media literacy and global perspectives will be integrated.*

*Prerequisite: Accelerated Math 6*

## New Jersey State Learning Standards

*Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,*

### Content Area Standards:

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

- 7.EE.A.2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that “increase by 5%” is the same as “multiply by 1.05.”
- 7.EE.B.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
- 7.EE.B.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
    - a. Solve word problems leading to equations of the form $px+q=r$ and $p(x+q) = r$, where $p$, $q$, and $r$, and are specific rational numbers. Solve equations of these forms with accuracy and efficiency. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
    - b. 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. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.
- 7.G.A.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- 7.G.A.2. Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- 7.G.A.3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
- 7.G.B.4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- 7.G.B.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- 7.G.B.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- 7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

    - a. Describe situations in which opposite quantities combine to make 0. For example, in the first round of a game, Maria scored 20 points. In the second round of the same game, she lost 20 points. What is her score at the end of the second round?
    - b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
    - c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
    - d. Apply properties of operations as strategies to add and subtract rational numbers.
- 7.NS.A.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
    - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts
    - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real world contexts.
    - c. Apply properties of operations as strategies to multiply and divide rational numbers.
    - d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
- 7.NS.A.3. Solve real-world and mathematical problems involving the four operations with rational numbers.
- 7.RP.A.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.
- 7.RP.A.2. Recognize and represent proportional relationships between quantities.
    - a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
    - b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
    - c. Represent proportional relationships by equations. For example, if total 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 expressed as t = pn.
    - d. 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.

- 7.RP.A.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
- 7.SP.A.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- 7.SP.A.2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
- 7.SP.B.3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
- 7.SP.B.4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
- 7.SP.C.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- 7.SP.C.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
- 7.SP.C.7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
    - a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
    - b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
- 7.SP.C.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

    - a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
    - b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
- 8.EE.A.1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 × 3^(−5) = 3^(−3) = 1/(3)^3 = 1/27.
- 8.EE.A.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 10^8 and the population of the world as 7 × 10^9 , and determine that the world population is more than 20 times larger.

## Interdisciplinary Standards:

- MS-PSI-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
- MS-ESSI-3. Analyze and interpret data to determine scale properties of objects in the solar system.
- MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
- MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ETSI-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

## Career Readiness, Life Literacies and Key Skills Standards:

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data
- 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem

## Computer Science and Design Thinking Standards:

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

## Career Readiness Practices

- CRP 1. Act as a responsible and contributing citizen and employee.
- CRP 2. Apply appropriate academic and technical skills.
- CRP 3. Attend to personal health and financial well-being.
- CRP 4. Communicate clearly and effectively and with reason.
- CRP 5. Consider the environmental, social and economic impacts of decisions.
- CRP 6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP 10. Plan education and career paths aligned to personal goals.
- CRP 11. Use technology to enhance productivity.
- CRP 12. Work productively in teams while using cultural global competence.

## New Jersey Curriculum Mandates:

*This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:*

- Diversity and Inclusion (Grades K - 12)
    - C.18A:35-4.36a: Curriculum to include instruction on diversity and inclusion.
        - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

# Learning Objectives

*Date Revised: August 2025*

*Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.*

**Students will understand that…**

- They can represent rational numbers on a number line and describe absolute values & opposites.
- They can explain the rules for adding, subtracting, multiplying & dividing integers.
- They can solve problems involving addition, subtraction, multiplication & division of rational numbers.
- Identify parts of an algebraic expression.
- Write algebraic expressions.
- Solve problems using algebraic expressions.
- Interpret algebraic expressions in real-life problems.
- Identify key words and phrases to write equations and inequalities.
- Write word sentences as equations and inequalities.
- Solve equations and inequalities using properties.
- Use equations and inequalities to model and solve real-life problems.
- Students can write and interpret ratios.
- Can describe ratio relationships and proportional relationships.
- Can represent equivalent ratios.
- Can model ratio relationships, proportional relationships, and percents to solve real-life problems.
- You can rewrite, compare and order fractions, decimals, and percents.
- Students can use the percent proportion or percent equation to find a percent, a part, or a whole.
- How to identify the possible outcomes of a situation.
- Can explain the meaning of experimental and theoretical probability.
- Can make predictions using probabilities.
- Can solve real-life problems using probability
- How to determine the validity of a conclusion.
- How to explain variability in samples of a population.
- Can solve a problem using statistics.
- Can compare populations.
- Explain how to find the circumference of a circle.
- Find the areas of circles and composite figures.
- They can solve problems involving angle measures.
- How to construct a polygon.
- They can describe the surface area and volume of different shapes.
- They can use formulas to find surface areas and volumes of solids.
- Can solve real-life problems involving surface area and volume.
- How to describe cross sections of solids.
- They can write products using exponents.
- Can describe the value of powers.
- Can evaluate expressions.

## Units of Study

*Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.*

Unit 1: Integers and Rational Numbers (~17 Days) - Chapters 1 & 2

- How do you solve problems involving fractions and decimals?
- How do you evaluate the effectiveness of different representations to communicate ideas?
- How do you add/subtract, multiple and divide integers and rational expressions?
- How do you identify and apply mathematics to everyday experiences, to activities in and outside school, with other disciplines and with other mathematical topics?

Unit 2: Expressions (~11 Days) - Chapter 3

- Why do we simplify expressions?
- What properties do I have to follow to simplify expressions?
- How does writing expressions interpret real-life problems?

Unit 3: Equations and Inequalities (~15 Days) - Chapter 4

- In what scenarios can algebra be utilized to solve problems in your life?
- How do I write and solve algebraic equations that represent real-world problems ?

Unit 4: Ratios & Proportions (~27 Days) - Chapters 5 & 6

- Can you think of any situation where it might be important to make a comparison of amounts?
- How can you represent a relationship between two quantities?
- How can you use a table of different unit rates, a graph in a coordinate plane, and an equation to solve ratio problems?
- How is a ratio that is part to whole like a fraction?
- How are fractions, decimals, and percents related?
- How do you convert between a fraction, decimal, and a percent?
- What strategies can you use to solve problems using fractions, decimals, and percents?

Unit 5: Probability and Statistics (~18 Days) - Chapters 8 & 10

- In an experiment, how can you determine the number of possible results?
- How can you describe the likelihood of an event?
- How can you use relative frequencies to find probabilities?
- How can you find the number of possible outcomes of one or more events?
- What is the difference between dependent and independent events?
- How can you determine whether a sample accurately represents a population?
- How can you compare data sets that represent two populations?
- How can you make and interpret different representations of data?

Unit 6: Geometric Shapes and Angles (~14 Days)

- How can you find the circumference of a circle?
- How can you find the perimeter of a composite figure?
- What formulas could be used to find the areas of circles and composite figures?
- How do you solve problems involving angle measures?
- How to construct a polygon with set parameters?

Unit 7: Surface Area and Volume (~21 Days) - Chapter 10

- How can you determine the surface area and volume of three dimensional figures?
- How can you find and compare the areas and volumes of similar solids?

*Supplemental Unit If Time Permits*

Unit 8: Exponent Rules (~8 Days)

- How can you use inductive reasoning to observe patterns and write general rules involving properties of exponents?
- How can you use exponents to write numbers?
- How can you divide and multiply two powers that have the same base?

## Instructional Resources and Materials

*Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.*

- Guided Note Outlines
- Google Classroom
- DeltaMath
- Desmos
- Khan Academy
- NJ Standardized Test Prep Resources
- Kuta Software
- Textbook Resource: Modeling in Real Life Grade 7 Advanced CC - 2010

## Assessment Strategies

*Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.*

**Formative**: Practice Problem Sets, Homework Exercises, Exit Tickets, Graded Check-Ins

**Summative**: Quizzes & Unit Tests

**Benchmark**: Midterm and Final Exams

**Alternative**: Projects

## Suggested Strategies for Modification & Differentiation

Modifications Chart

*Date Revised: August 2025*

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