

Math

Common Core State Standards

7th Grade

Proportions, percents, integer operations, linear equations, inequalities, geometry, probability & more!

RATIOS & PROPORTIONS

Ratios: A comparison of two numbers or measurements.

Ratio: A ratio in which the two terms are in different units.

Unit rate: A rate that is expressed as a quantity of one (for example, miles per hour).

EX: Bill ran 10 laps around the high school track in 12 minutes. How many laps can he run in 45 minutes? First, find the unit rate:

$$\frac{10 \text{ laps}}{12 \text{ minutes}} = \frac{5}{6} \text{ laps per minute}$$

Bill can run $\frac{5}{6}$ laps per minute. Use the unit

rate to solve: $\frac{5}{6} \times 45 = \frac{225}{6} = 37.5$ laps

Bill can run 37.5 laps in 45 minutes.

Proportions: Two equal ratios

EX: Solve for n to complete the proportion.

$$\begin{aligned} \frac{6}{15} &= \frac{n}{25} \\ (1.5)(n) &= (6)(25) \\ 1.5n &= 150 \\ \frac{1.5n}{1.5} &= \frac{150}{1.5} \\ n &= 10 \end{aligned}$$

EX: Tory accumulated 6 vacation days after working for 9 months. How many vacation days will Tory have after working for 2 years?

$$\begin{aligned} \frac{6}{9} &= \frac{x}{24} \\ 9x &= 144 \\ \frac{9x}{9} &= \frac{144}{9} \\ x &= 16 \end{aligned}$$

Tory will have 16 vacation days after working for 2 years.

Tip!

Use the unit rate to make sure that the units convert correctly, too!

Proportional Relationships among Quantities

Ratios of input and corresponding output values are proportional

y	1	2	3	4	5	6
x	2	4	6	8	10	12

$\frac{y}{x}$	$\frac{1}{2}$	$\frac{2}{4}$	$\frac{3}{6}$	$\frac{4}{8}$	$\frac{5}{10}$	$\frac{6}{12}$
x	2	4	6	8	10	12

Constant of proportionality: $y = kx$; y varies in direct proportion to x , and k is the constant of proportionality

EX: At a constant speed, a car travels 50 meters in 2 seconds. How long would it take the car to travel 375 meters?

Elapsed Time	Distance Traveled	Speed (Ratio in m/s)
1 second	25 meters	25
2 seconds	50 meters	25
3 seconds	75 meters	25

Time (t) and distance (d) are directly proportional
 $\frac{d}{t} = \text{constant } (k)$

25 meters per second is the constant speed

$$y = kx$$

$$375 = 25x$$

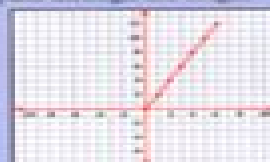
$$\frac{375}{25} = \frac{25}{25}x$$

$$15 = x$$

It will take the car 15 seconds to travel 375 meters.

Tip!

The graph of a directly proportional relationship will always be a straight line and must pass through the origin.



Percent Problems

Formula: $\frac{\text{percent}}{100} = \frac{\text{part}}{\text{whole}}$

EX: Within the past year, 25% of the 16 stores in a mall have closed. How many stores closed in the mall?

$$\begin{aligned} \frac{25}{100} &= \frac{x}{16} \\ 100x &= 400 \\ \frac{100x}{100} &= \frac{400}{100} \\ x &= 4 \end{aligned}$$

Four stores closed in the mall during the past year.

Gratuities

EX: A group of friends went out to dinner. Their bill was \$233. They want to leave an 18% tip for the waiter. How much money should they leave for the tip?

$$\begin{aligned} \text{Use a proportion: } \frac{18}{100} &= \frac{x}{233} \\ 100x &= 4194 \\ \frac{100x}{100} &= \frac{4194}{100} \\ x &= 41.94 \end{aligned}$$

The friends should leave a tip of \$41.94.

Percent Increase or Decrease

EX: The dues in a neighborhood increased from \$24 per month to \$30 per month. Find the percent of increase.

Subtract to find the amount of increase:
 $30 - 24 = 6$

Use a proportion:

$$\begin{aligned} \frac{\text{difference}}{\text{original amount}} &= \frac{x}{100} \\ \frac{6}{24} &= \frac{x}{100} \\ 24x &= 600 \\ \frac{24x}{24} &= \frac{600}{24} \\ x &= 25 \end{aligned}$$

There was a 25% increase.

EX: Between 3:00 p.m. and 6:00 p.m., the temperature dropped from 88 degrees to 60 degrees. Find the percent of decrease.

Subtract to find the amount of decrease:
 $88 - 60 = 28$

Use a proportion:

$$\begin{aligned} \frac{28}{88} &= \frac{x}{100} \\ 88x &= 2800 \\ \frac{88x}{88} &= \frac{2800}{88} \\ x &= 31.8 \end{aligned}$$

The temperature decreased by about 31.8%.

Simple Interest

EX: Carmen earns 3% a year on money in her savings account. She had \$354 in her account all year. How much interest did she earn?

$$\begin{aligned} \frac{3}{100} &= \frac{x}{354} \\ 100x &= 1062 \\ \frac{100x}{100} &= \frac{1062}{100} \\ x &= 10.62 \end{aligned}$$

Carmen earned \$10.62 in interest.

Tip!

You can also use the formula $i = prt$, where:
 i = total interest paid
 p = principal (money saved)
 r = rate (percent rate)
 t = time, expressed in years

For the previous example,
 $i = \$354 \cdot .03 \cdot 1 = \10.62

7th Grade Common Core Math In California

Margo Gottlieb, Gisela Ernst-Slavit



7th Grade Common Core Math In California:

Academic Language in Diverse Classrooms: Mathematics, Grades 3–5 Margo Gottlieb, Gisela Ernst-Slavit, 2013-03-12 Make every student fluent in the language of learning The Common Core and ELD standards provide pathways to academic success through academic language Using an integrated Curricular Framework districts schools and professional learning communities can Design and implement thematic units for learning Draw from content and language standards to set targets for all students Examine standards centered materials for academic language Collaborate in planning instruction and assessment within and across lessons Consider linguistic and cultural resources of the students Create differentiated content and language objectives Delve deeply into instructional strategies involving academic language Reflect on teaching and learning

Mathematics Curriculum in School Education Yeping Li, Glenda Lappan, 2013-11-19 Mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education This book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts The book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning in different education systems Understanding mathematics curriculum and its changes that are valued over time in different education systems Identifying and analyzing effective curriculum practices Probing effective infrastructure for curriculum development and implementation Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems This rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems It will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning

What Lies Ahead for America's Children and Their Schools Richard Sousa, 2014-03-01 The coming decade holds immense potential for dramatic improvement in U S education and in the achievement of American children and in this volume members of the Hoover Institution's Koret Task Force on K 12 Education examine both the potential gains and the pitfalls that lie ahead informed by where U S education has been what changes have been made in recent years and what's still required for the comprehensive

overhaul that this vital enterprise so urgently needs Looking backward is infinitely easier than predicting the future but planning for the future is necessary if anything is to change and by analyzing the recent past and present condition of American primary and secondary school education across a host of key topics task force members in this volume chart a bold course for the years ahead Optimistic about the opportunities at hand they identify essential and feasible reforms as well as the barriers that must be overcome if those changes are to occur They offer high quality scholarship and thoughtful prescriptions for productive policy alternatives

A Guide to Detracking Math Courses Angela Torres, Ho Nguyen, Elizabeth Hull Barnes, Laura Wentworth, 2023-05-03 Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades However research demonstrates negative effects on subgroups of students by keeping them in a single math track thereby denying them access to rigorous coursework needed for college and career readiness The journey to change this involves confronting some long standing beliefs and structures in education When supported with the right structures instructional shifts coalition building and educator training and support the detracking of mathematics courses can be a primary pathway to equity The ultimate goal is to increase more students access to and achievement in higher levels of mathematics learning especially for students who are historically marginalized Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators to math coaches and teachers By sharing stories of real world examples lessons learned and prompts to provoke discussion about your own context the book walks you through Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling curriculum professional development and coaching Supporting and improving the policy through continuous research monitoring and maintenance This book offers the big ideas that help you in your own unique journey to advance equity in your school or district s mathematics education and also provides practical information to help students in a detracked system thrive

Setting the Standard for Project Based Learning John Larmer, John Mergendoller, Suzie Boss, 2015-05-26 Project based learning PBL is gaining renewed attention with the current focus on college and career readiness and the performance based emphases of Common Core State Standards but only high quality versions can deliver the beneficial outcomes that schools want for their students It s not enough to just do projects Today s projects need to be rigorous engaging and in depth and they need to have student voice and choice built in Such projects require careful planning and pedagogical skill The authors leaders at the respected Buck Institute for Education take readers through the step by step process of how to create implement and assess PBL using a classroom tested framework Also included are chapters for school leaders on implementing PBL systemwide and the use of PBL in informal settings Examples from all grade levels and content areas provide evidence of the powerful effects that PBL can have including increased student motivation and preparation for college careers and citizenship better results on high

stakes tests a more satisfying teaching experience and new ways for educators to communicate with parents communities and the wider world By successfully implementing PBL teachers can not only help students meet standards but also greatly improve their instruction and make school a more meaningful place for learning Both practical and inspirational this book is an essential guide to creating classrooms and schools where students and teachers excel *Classroom-Ready Number Talks for Sixth, Seventh, and Eighth Grade Teachers* Nancy Hughes,2020-03-31 Make math class fun with this big book of number talk strategies designed to teach middle school students the mental math problem solving skills they need to meet common core standards and become successful mathematical thinkers Bringing the exciting teaching method of number talks into your classroom has never been easier Simply choose from the hundreds of great ideas in this book and get going with no extra time wasted From activities on multiplication and division to decimals and integers Classroom Ready Number Talks for Sixth Seventh and Eighth Grade Teachers includes Grade level specific strategies Number talk how tos Visual and numerical examples Scaffolding suggestions Common core alignments Questions to build understanding Reduce time spent lesson planning and preparing materials and enjoy more time engaging your students in learning important math concepts These ready to use number talks are sure to foster a fresh and exciting learning environment in your classroom The Mathematics Enthusiast Bharath Sriraman,2015-10-01 The Mathematics Enthusiast TME is an eclectic internationally circulated peer reviewed journal which focuses on mathematics content mathematics education research innovation interdisciplinary issues and pedagogy The journal exists as an independent entity It is published on a print on demand basis by Information Age Publishing and the electronic version is hosted by the Department of Mathematical Sciences University of Montana The journal is not affiliated to nor subsidized by any professional organizations but supports PMENA Psychology of Mathematics Education North America through special issues on various research topics *Mathematics, the Common Core, and RTI* Dolores Burton,John Kappenberg,2013-09-27 Don t let the revolution in math education pass your teachers by By now most teachers have a shelf full of books articles and reports on the Common Core and RTI But where s the resource that addresses how the two fit together Individually the Common Core and RTI are formidable enough Together they create a perfect storm of challenges with most teachers left wondering where to turn first Finally here s a guide that distills the central elements of the Common Core and RTI into a single manageable resource that provides strategies for serving all students You will find Real world scenarios based on actual school based issues Multiple classroom ready work samples Content area applications of RTI including math vocabulary and literacy A focus on instructional technology with references to online resources in every chapter Preparation for future developments in state and national educational policy With additional guidance on students with special needs behavioral issues English language learners and parent involvement this all in one resource gives your teachers a distinct advantage in providing the superior math instruction all students deserve Burton and Kappenberg have done a great service to teachers by combining Common Core and RTI into one easy to use text

Deb Bible RTI Interventionist Dundee Highlands School West Dundee IL Anyone involved in the development of mathematic teachers and who is currently a mathematics teacher will find this book to be a resource to effectively unify instructional strategies to teach all students Satasha Green Dean of Education New York Institute of Technology **Teaching to Change the World** Jeannie Oakes, Martin Lipton, Lauren Anderson, Jamy Stillman, 2015-11-17 This is an up to the moment engaging multicultural introduction to education and teaching and the challenges and opportunities they present Together the four authors bring a rich blend of theory and practical application to this groundbreaking text Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program Martin Lipton is an education writer and consultant and has taught in public schools for 31 years Lauren Anderson and Jamy Stillman are former public school teachers now working as teacher educators This unique comprehensive foundational text considers the values and politics that pervade the U S education system explains the roots of conventional thinking about schooling and teaching asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity and presents powerful examples of real teachers working for equity and justice Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them The text provides a research based and practical treatment of essential topics and it situates those topics in relation to democratic values issues of diversity and cognitive sociocultural and constructivist perspectives on learning The text shows how knowledge of education foundations and history can help teachers understand the organization of today s schools the content of contemporary curriculum and the methods of modern teaching It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools vouchers standards testing and bilingual education to name just a few Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice Thus the authors address head on tensions between principles of democratic schooling and competition for always scarce high quality opportunities Woven through the text are the voices of a diverse group of teachers who share their analyses and personal anecdotes concerning what teaching to change the world means and involves Click Here for Book Website Pedagogical Features Digging Deeper sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories culturally diverse pedagogy and authentic assessment New to this Edition **As Goes California** Larry Elder, 2023-11-07 In an entertaining account of his surprisingly strong run for California governor in the 2021 recall election bestselling author commentator and radio host Larry Elder argues that Democrats have systematically failed our country especially black Americans Throughout his years as a popular LA talk radio host Larry Elder watched

California go from bad to worse under a regime of corrupt and ideological liberal management Rising rates of crime addiction homelessness immigration and failing schools skyrocketing energy and housing costs crushing anti business regulation and numerous other problems all traceable to Democratic policies made life harder for the average Californian Then came the COVID lockdowns school closings mask and vaccine mandates the BLM riots the defund the police movement and a general breakdown of law and order in San Francisco and LA People began fleeing the state in droves In the midst of all this Governor Gavin Newsom saw fit to drop 12 000 at a trendy French restaurant sparking outrage throughout the state and leading to demands for a recall A special election was held and forty five candidates jumped in Though not personally ambitious for office Elder was strongly encouraged to run by numerous friends and associates He performed extremely well despite having no money or organization constant sniping from his GOP rivals and a relentlessly hostile media that absurdly labeled him the Black face of white supremacy which is ironic since Elder was the only candidate who paid any attention to the social and economic problems of Black people in America Now in As Goes California Elder tells the story of his lightning campaign and derives from it important lessons on how a new generation of Republican candidates can fight win and save our country

A Look at Kindergarten Through Grade Six in California Public Schools Faye Ong, John McLean, Cynthia Gunderson, 2011

The publication is based on A look at kindergarten through grade six in California public schools and the common core state standards This online publication contains all content areas and is attached as a CD ROM for reference p v

Handbook of International Research in Mathematics Education Lyn D. English, David

Kirshner, 2015-07-30 This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook's original themes for international research in mathematics education and remains in the process a definitive resource for the field

The Observation Protocol for Academic Literacies Magaly Lavadenz, Elvira G. Armas, 2024-01-16

This book presents a validated observation instrument to support and further develop the pedagogic expertise of teachers of English Learners in US schools Based on sociocultural and second language teaching and learning theories the Observation Protocol for Academic Literacies OPAL has a variety of uses across teacher preparation programs pre K 12 classroom contexts and school districts This book leads the reader

through the process of using OPAL with real classroom observations in the form of vignettes in order to develop confidence and reliability scoring evidence in research based practices The book provides examples of its non evaluative uses to conduct research support teachers and identify areas of strength and weakness in their professional development It also offers researchers and policymakers a tool for collecting classroom based evidence to inform the implementation and refinement of English Learner programs

Next Steps with Academic Conversations Jeff Zwiers,2019 This title examines the benefits and practices of academic conversations and social discourse in grades 3 12 Builds on activities and why academic conversations are important

Resources in Education ,1999-04 California Education Today James Champion Stone,R. Ross Hempstead,1968

Making Number Talks Matter Cathy Humphreys,Ruth E. Parker,2015 Making Number Talks Matter is about the myriad decisions facing teachers as they make this fifteen minute daily routine a vibrant and vital part of their mathematics instruction Throughout the book Cathy Humphreys and Ruth Parker offer practical ideas for using Number Talks to help students learn to reason numerically and build a solid foundation for the study of mathematics This book will be an invaluable resource whether you are already using Number Talks or not whether you are an elementary middle school high school or college teacher or even if you are a parent wanting to support your child with mathematics Using insight gained from many years of doing Number Talks with students of all ages Cathy and Ruth address questions to ask during Number Talks teacher moves that turn the thinking over to students the mathematics behind the various strategies and ways to overcome bumps in the road If you ve been looking for ways to transform your mathematics classroom to bring sense making and divergent thinking to the foreground to bring the Standards for Mathematical Practice to life and to bring joy back into your instruction this book is for you

Using Developmentally Appropriate Practices to Teach the Common Core Lisa S. Goldstein,2015-07-16 Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 provides current and prospective primary grade teachers with an understanding of the CCSS ELA and CCSS M that highlights their compatibility with developmentally appropriate practices DAP the instructional approach generally preferred by teachers of young children The book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a carefully conceptualized and DAP friendly set of curriculum guidelines Next the CCSS ELA and CCSS M for Grades K 3 are unpacked analyzed synthesized and cross referenced to key features of DAP Finally several hot topic issues differentiating instruction to meet the needs of all learners ensuring equitable access to the curriculum for English Language Learners addressing assessment and accountability expectations and educating parents and families about the CCSS and DAP are prioritized and examined in depth Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 is a highly useful guide for both pre service and in service early childhood education teachers

Equity in Multilingual Schools and Communities Amanda K. Kibler,Aida Walqui,George C. Bunch,Christian J. Faltis,2024-05-14 This book honors the impactful contributions of Guadalupe Vald s toward equity in multilingual schools and communities As one of

the first language education scholars to examine the vibrant language practices of bilingual users in the US Southwest her work marked a departure from traditional foreign language approaches and sparked a movement focused on valuing heritage languages and creating more equitable educational systems for young people from linguistically minoritized backgrounds Influenced by the work of Professor Vald s the contributors to this book draw on multiple aspects of her research to look at new ways of addressing equity and social justice for multilingual users in schools and communities Chapters focus on three major areas of her work the nature of languages and literacies in multilingual contexts language development in classrooms and communities and equity and access At the end of each section short interludes describe contributors personal experiences of learning from and with Professor Vald s providing insight into the practices of mentorship and professional development within the field This volume will appeal to students and researchers across bilingualism applied linguistics and education offering an overview of developments in these fields and directions for future research on equity in multilingual educational settings

Reforming the Reform Susan L. Moffitt, Michaela Krug O'Neill, David K. Cohen, 2023-08-18 An expansive study of the problems encountered by educational leaders in pursuit of reform and how these issues cyclically translate into future topics of reform School reform is almost always born out of big dreams and well meaning desires to change the status quo But between lofty reform legislation and the students whose education is at stake there are numerous additional policies and policymakers who determine how reforms operate Even in the best cases school reform initiatives can perpetuate problems created by earlier reforms or existing injustices all while introducing new complications In *Reforming the Reform* political scientist Susan L Moffitt education policy scholar Michaela Krug O'Neill and the late policy and education scholar David K Cohen take on a wide ranging examination of the many intricacies of school reform With a particular focus on policymakers in the spaces between legislation and implementation such as the countless school superintendents and district leaders tasked with developing new policies in the unique context of their district or schools the authors identify common problems that arise when trying to operationalize ambitious reform ideas Their research draws on more than 250 interviews with administrators in Tennessee and California chosen as contrasts for their different political makeup and centralization of the education system and is presented here alongside survey data from across the United States as well as archival data to demonstrate how public schools shoulder enormous responsibilities for the American social safety net They provide a general explanation for problems facing social policy reforms in federalist systems including healthcare and offer pathways forward for education policy in particular

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