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| **Content Area** | Mathematics | **Grade Level** | 7th Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Number Sense, Properties, and Operations
 | 1. Proportional reasoning involves comparisons and multiplicative relationships among ratios
 | MA10-GR.7-S.1-GLE.1 |
| 1. Formulate, represent, and use algorithms with rational numbers flexibly, accurately, and efficiently
 | MA10-GR.7-S.1-GLE.2 |
| 1. Patterns, Functions, and Algebraic Structures
 | 1. Properties of arithmetic can be used to generate equivalent expressions
 | MA10-GR.7-S.2-GLE.1 |
| 1. Equations and expressions model quantitative relationships and phenomena
 | MA10-GR.7-S.2-GLE.2 |
| 1. Data Analysis, Statistics, and Probability
 | 1. Statistics can be used to gain information about populations by examining samples
 | MA10-GR.7-S.3-GLE.1 |
| 1. Mathematical models are used to determine probability
 | MA10-GR.7-S.3-GLE.2 |
| 1. Shape, Dimension, and Geometric Relationships
 | 1. Modeling geometric figures and relationships leads to informal spatial reasoning and proof
 | MA10-GR.7-S.4-GLE.1 |
| 1. Linear measure, angle measure, area, and volume are fundamentally different and require different units of measure
 | MA10-GR.7-S.4-GLE.2 |
| **Colorado 21st Century Skills****Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* | **Mathematical Practices:**1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
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| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
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| **Unit Title** |  | **Length of Unit** |  |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** |  |
| **Inquiry Questions (Engaging- Debatable):**  |  |
| **Unit Strands** |  |
| **Concepts** |  |

| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
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| **Key Knowledge and Skills:****My students will…** | *What students will know and be able to do are so closely linked in the concept-based discipline of mathematics. Therefore, in the mathematics samples what students should know and do are combined.* |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  |  |
| **Academic Vocabulary:** |  |
| **Technical Vocabulary:** |  |