

Mathematics | Grade 7

The descriptions below provide an overview of the mathematical concepts and skills that students explore throughout the 7th grade.

Ratios and Proportional Relationships

Students extend their understanding of ratios from 6th grade and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

The Number System

Students develop a unified understanding of numbers, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. These properties are further explored with respect to negative numbers. This exploration is carried out in problems from everyday contexts so that the student can gain a deeper understanding and appreciation for the mathematical concepts being studied.

Expressions and Equations

By applying the properties of operations as strategies, students explore working with expressions, equations, and inequalities. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve multi-step real-world problems. They use variables to represent quantities and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Geometry

Students continue their work with area from 6th grade, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity, they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability

Students continue their work from 6th grade in order to build a strong foundation for statistics and probability needed for high school. Students understand that statistics can be used to gain information about a population through sampling. They work with drawing inferences about a population based on a sample and use measures of center and of variability to draw informal comparative inferences about two populations. Students investigate the chance processes and develop, use, and evaluate probability models. Students summarize numerical data sets with respect to their context using quantitative measures and describe any overall patterns or deviations from the overall pattern.

Standards for Mathematical Practice

Being successful in mathematics requires the development of approaches, practices, and habits of mind that need to be in place as one strives to develop mathematical fluency, procedural skills, and conceptual understanding. The Standards for Mathematical Practice are meant to address these areas of expertise that teachers should seek to develop in their students. These approaches, practices, and habits of mind can be summarized as “processes and proficiencies” that successful mathematicians have as a part of their work in mathematics. Additional explanations are included in the main introduction of these standards.

Standards for Mathematical Practice

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.

Literacy Standards for Mathematics

Communication in mathematics employs literacy skills in reading, vocabulary, speaking and listening, and writing. Mathematically proficient students communicate using precise terminology and multiple representations including graphs, tables, charts, and diagrams. By describing and contextualizing mathematics, students create arguments and support conclusions. They evaluate and critique the reasoning of others, analyze, and reflect on their own thought processes. Mathematically proficient students have the capacity to engage fully with mathematics in context by posing questions, choosing appropriate problem-solving approaches, and justifying solutions. Further explanations are included in the main introduction.

Literacy Skills for Mathematical Proficiency

1. Use multiple reading strategies.
2. Understand and use correct mathematical vocabulary.
3. Discuss and articulate mathematical ideas.
4. Write mathematical arguments.

Ratios and Proportional Relationships (RP)

Cluster Headings

Content Standards

A. Analyze proportional relationships and use them to solve real-world and mathematical problems.	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. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i>
	7.RP.A.2 Recognize and represent proportional relationships between quantities. <ul style="list-style-type: none">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. <i>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 $t = pn$.</i>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 multi-step ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>

The Number System (NS)

Cluster Headings

Content Standards

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	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. <ul style="list-style-type: none">a. Describe situations in which opposite quantities combine to make 0.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.
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Cluster Headings

Content Standards

<p>A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p>	<p>7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ul style="list-style-type: none"> 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.
	<p>7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)</p>

Expressions and Equations (EE)

Cluster Headings

Content Standards

<p>A. Use properties of operations to generate equivalent expressions.</p>	<p>7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>7.EE.A.2 Understand that rewriting an expression in different forms in a contextual problem can provide multiple ways of interpreting the problem and how the quantities in it are related. <i>For example, shoes are on sale at a 25% discount. How is the discounted price P related to the original cost C of the shoes? $C - .25C = P$. In other words, P is 75% of the original cost for $C - .25C$ can be written as $.75C$.</i></p>
<p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations and inequalities.</p>	<p>7.EE.B.3 Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers presented in any form (whole numbers, fractions, and decimals).</p> <ul style="list-style-type: none"> a. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. b. Assess the reasonableness of answers using mental computation and estimation strategies.

Cluster Headings

Content Standards

<p>B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations and inequalities.</p>	<p>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.</p> <p>a. Solve contextual problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>b. Solve contextual 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 on a number line and interpret it in the context of the problem. <i>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.</i> (Note that inequalities using $>$, $<$, \leq, \geq are included in this standard).</p>
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Geometry (G)

Cluster Headings

Content Standards

<p>A. Draw, construct, and describe geometrical figures and describe the relationships between them.</p>	<p>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.</p> <p>7.G.A.2 Draw 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.</p>
<p>B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p>	<p>7.G.B.3 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.</p> <p>7.G.B.4 Know and 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.</p> <p>7.G.B.5 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.</p>

Statistics and Probability (SP)

Cluster Headings

Content Standards

<p>A. Use random sampling to draw inferences about a population.</p>	<p>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.</p> <p>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. <i>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.</i></p>
<p>B. Draw informal comparative inferences about two populations.</p>	<p>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. <i>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; on a dot plot or box plot, the separation between the two distributions of heights is noticeable.</i></p> <p>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. <i>For example, 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.</i></p>
<p>C. Investigate chance processes and develop, use, and evaluate probability models.</p>	<p>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.</p> <p>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. <i>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.</i></p>

Cluster Headings

Content Standards

<p>C. Investigate chance processes and develop, use, and evaluate probability models.</p>	<p>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.</p> <ul style="list-style-type: none"> a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>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.</i> b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>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?</i>
<p>D. Summarize and describe numerical data sets.</p>	<p>7.SP.D.8 Summarize numerical data sets in relation to their context.</p> <ul style="list-style-type: none"> a. Give quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. b. Know and relate the choice of measures of center (median and/or mean) and variability (range and/or interquartile range) to the shape of the data distribution and the context in which the data were gathered.

Major content of the grade is indicated by the light green shading of the cluster heading and standard's coding.

	Major Content		Supporting Content
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