## Grade

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\begin{gathered}
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b^{2}+c^{2}-2 b_{c} \Delta \\
\Delta 1,
\end{gathered} \frac{a}{\sin A}
$$

$1 / 10 C^{A}-B$
N

## $61^{+}+\odot=\oplus \| \square S \Omega$

8

$$
\sqrt{9} \times \int_{26}^{1}=\sqrt{a b} 4^{111} \cdot \frac{x^{a}}{x^{6}}=x^{a-b}=0
$$

Program Overview and Sample Lessons

Teachers are the most important factor in student learning.

## That's why every Standards Plus <br> Lesson is directly taught by a teacher.

## Standards Plus materials include:



- A printed Teacher Edition
- A printed Student Edition
- Online access to the Standards Plus Digital Platform
- An Intervention Program - Printable Tier 2 \& 3 Intervention Lessons


## Standards Plus Works in Any Setting:




Distance Learning

- Teachers directly teach lessons to the students in-class or in a virtual setting.
- Students complete the lessons in their printed student edition or respond in the Standards Plus Digital Platform.


## How Standards Plus Increases Student Achievement



DIRECT INSTRUCTION lessons are proven to foster the most significant gains in student achievement.

DISCRETE LEARNING TARGETS provide easily understood instruction that allow students to retain information.

## MULTIPLE EXPOSURES TO EACH STANDARD/SKILL

Skills are presented in four to eight lessons, providing students multiple opportunities to practice and retain information.

IMMEDIATE FEEDBACK after every lesson provides the most powerful single modification that enhances student achievement.

FORMATIVE ASSESSMENTS are proven to be highly effective in providing information that leads to increased student achievement.

## IMMEDIATE INTERVENTION

Provides scaffolded instruction to assist students in mastering the standards.

## BUILT ON RESEARCH AND BACKED BY EVIDENCE

All Standards Plus lessons are designed according to educational research and meet ESSA evidence-based guidelines.

## Standards Plus Includes

## Grade Level Lessons and Assessments <br> 136 Lessons and 34 Assessments (DOK 1-2)

Students learn essential grade level skills with targeted 15-20 minute lessons. Brief formative assessments are provided to monitor student progress.


## Tier 2 \& Tier 3 Intervention Lessons 100+ Lessons (DOK 1-2)

These lessons scaffold instruction and teach prerequisite skills necessary to master the grade level standards. These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform.


## Performance Lessons <br> 12+ Lessons (DOK 3)

Performance Lessons require students to apply the skills they have learned and use reasoning, planning and a higher level of thinking.


## Integrated Projects

3 Projects (DOK 4)
Integrated projects incorporate standards from multiple topics and require that students plan, synthesize information, and produce present high quality products. These are long-term projects that will be completed during multiple class sessions.

## Teach a Grade Level Concept with Four Concise Lessons



Standards Plus lessons are grouped in sets that teach a grade-level concept.

| TEACH | TEACH | TEACH | TEACH | ASSESS |
| :---: | :---: | :---: | :---: | :---: |
| Lesson | Lesson | Lesson | Lesson | Assessment |
| 1 | 2 | 3 | 4 | 1 |

A Standards Plus lesson set includes 4 lessons and 1 assessment.

## Assessments

Use the assessments to identify students' understanding of the concepts taught in the lesson set and identify students for Standards Plus Intervention.


Print Assessment


Digital Assessment

Assessments can be completed in the student edition or online in the Standards Plus Digital Platform.

When students take the assessment online, the platform will create groups of students that scored below $60 \%$ and recommend tier 2 \& tier 3 intervention lessons.

## Tier 2 \& Tier 3 Intervention

These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform.

## How the Intervention Lessons Work



Our scaffolded intervention lessons teach the prerequisite skills necessary to master grade-level standards.

## Performance Lessons (DOK 3)

## These lessons require students to apply what they have learned using reasoning, planning, and knowledge gained from the prior lessons.

Many standards are assessed at this level of rigor on state assessments.


## Integrated Projects (DOK 4)

Integrated Projects incorporate standards from many topics and are completed during multiple class sessions.


# Integrated Projects require students to: <br> Plan 

Synthesize information
Produce high-quality products

Present their findings

## The Integrated Projects must be taught, not assigned, and completed in class.

- Integrated projects teach students how to complete high-level projects.
- Each project requires students to adapt their knowledge to real-world situations.
- Integrated projects provide opportunities to demonstrate a deep understanding of the knowledge and skills students have learned in prior lessons.


## EL Support



## Standards Plus materials are designed to meet the needs of English Learners by:

- Explicitly targeting the standards
- Emphasizing academic vocabulary
- Accelerating language development
- Providing immediate feedback to students
- Improving student confidence

Explore our EL Support Portal to view additional resources that provide a greater level of support for English Learners.

Visit the EL Support Portal at www.standardsplus.org/el-support

# Standards Plus Mathematics Grade 7 

## Lesson Index

The lesson index lists the standard, focus, and DOK level for every Standards Plus lesson.

Lessons that address the high impact standards are highlighted. These lessons are included and can also be purchased separately in our High Impact Standards Program.

## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

Ratios and Proportional Relationships

| Lesson | Focus | Standard(s) | TE Ed. Page | $\begin{aligned} & \text { St. Ed. } \\ & \text { Page } \end{aligned}$ | DOK <br> Leve |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Unit Rate | 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. | 30 | 3 | 1-2 |
| 2 | Unit Rate |  | 32 | 4 |  |
| 3 | Unit Rate |  | 34 | 5 |  |
| 4 | Unit Rate |  | 36 | 6 |  |
| A1 | Assessment - Unit Rate |  | 38 | 7 |  |
| Ratios and Proportional Relationships Performance Lesson 1 - Using Unit Rates |  |  | 40 | 9-10 | 3 |
| 5 | Proportional Relationships | 7.RP.2a: 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. | 44 | 11 | 1-2 |
| 6 | Proportional Relationships | 7.RP.2a, 7.RP.2b: Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. | 46 | 12 |  |
| 7 | Proportional Relationships |  | 48 | 13-14 |  |
| 8 | Proportional Relationships |  | 52 | 15-16 |  |
| A2 | Assessment - Proportional Relationships |  | 56 | 17 |  |
| 9 | Proportional Relationships | 7.RP.2a, 7.RP.2b | 58 | 19 | 1-2 |
| 10 | Proportional Relationships |  | 60 | 20-21 |  |
| 11 | Multistep Ratio Problems | 7.RP.3: Use proportional relationships to solve multi-step ratio and percent problems. Examples: simple interest, tax, markups \& markdowns, gratuities \& commissions, fees, percent increase \& decrease, percent error. | 64 | 22 |  |
| 12 | Multistep Ratio Problems |  | 66 | 23 |  |
| A3 | Assessment - Proportional Relationships | 7.RP.2a, 7.RP.2b, 7.RP. 3 | 68 | 24 |  |
| 13 | Multistep Ratio Problems | 7.RP. 3 | 70 | 25 | 1-2 |
| 14 | Multistep Ratio Problems |  | 72 | 26 |  |
| 15 | Simple Interest |  | 74 | 27 |  |
| 16 | Multistep Ratio Problems |  | 76 | 28 |  |
| A4 | Assessment - Simple Interest |  | 78 | 29 |  |

## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

## Ratios and Proportional Relationships

| Lesson | Focus | Standard(s) | TE Ed. Page | $\begin{aligned} & \text { St. Ed. } \\ & \text { Page } \end{aligned}$ | DOK Level |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 17 | Sales Tax \& Gratuities | 7.RP. 3 | 80 | 31 | 1-2 |
| 18 | Sales Tax \& Gratuities |  | 82 | 32 |  |
| 19 | Discount |  | 84 | 33 |  |
| 20 | Discount |  | 86 | 34 |  |
| A5 | Tax, Gratuity, \& Discount |  | 88 | 35 |  |
| 21 | Markup | 7.RP. 3 | 90 | 37 | 1-2 |
| 22 | Markup |  | 92 | 38 |  |
| 23 | Commission \& Fees |  | 94 | 39 |  |
| 24 | Commission \& Fees |  | 96 | 40 |  |
| A6 | Commission \& Fees |  | 98 | 41 |  |
| 25 | Percent Increase/Decrease | 7.RP. 3 | 100 | 43 | 1-2 |
| 26 | Percent Increase/Decrease |  | 102 | 44 |  |
| 27 | Percent Error |  | 104 | 45 |  |
| 28 | Percent Increase, Decrease, \& Error |  | 106 | 46 |  |
| A7 | Markdown, Markup, Commission \& Percent of Change |  | 108 | 47 |  |
| Ratios and Proportional Relationships Performance Lesson 2 - Exploring Proportionality |  |  | 110 | 49-52 | 3 |

## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

The Number System

| Lesson | Focus | Standard(s) | TE Ed. Page | $\begin{aligned} & \text { St. Ed. } \\ & \text { Page } \end{aligned}$ | DOK Level |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Opposite Quantities on the Number Line | 7.NS.1a: Describe situations in which opposite quantities combine to make 0 . For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. | 120 | 53 | 1-2 |
| 2 | Opposite Quantities on the Number Line |  | 122 | 54 |  |
| 3 | Adding Rational Numbers on the Number Line | 7.NS1.b: Understand $p+q$ as the number located a distance Iql 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. | 124 | 55 |  |
| 4 | Adding Rational Numbers on the Number Line |  | 126 | 56 |  |
| A1 | Adding Rational Numbers | 7.NS.1a, 7.NS.1b | 128 | 57 |  |
| 5 | Adding Quantities on the Number Line | 7.NS.1b | 130 | 59 | 1-2 |
| 6 | Subtraction and Additive Inverses | 7.NS1c: 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. | 132 | 60 |  |
| 7 | Absolute Value on a Number Line |  | 134 | 61 |  |
| 8 | Absolute Value in Real-World Contexts |  | 136 | 62 |  |
| A2 | Assessment - Adding and Subtracting Rational Numbers | 7.NS.1b, 7.NS.1b | 138 | 63 |  |
| 9 | Adding and Subtracting Integers | 7.NS.1d: Apply properties of operations as strategies to add and subtract rational numbers. | 140 | 65 | 1-2 |
| 10 | Adding and Subtracting Integers |  | 142 | 66 |  |
| 11 | Adding and Subtracting Integers |  | 144 | 67 |  |
| 12 | Adding and Subtracting Decimals |  | 146 | 68 |  |
| A3 | Adding and Subtracting Decimals |  | 148 | 69 |  |
| 13 | Adding and Subtracting Decimals | 7.NS.1d | 150 | 71 | 1-2 |
| 14 | Adding and Subtracting Decimals |  | 154 | 72 |  |
| 15 | Adding and Subtracting Decimals |  | 156 | 73 |  |
| 16 | Adding and Subtracting Decimals |  | 160 | 74 |  |
| A4 | Assessment - Adding and Subtracting Decimals |  | 162 | 75 |  |
| The Number System Performance Lesson 1 - Adding and Subtracting Rational Numbers |  |  | 164 | 77-78 | 3 |

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## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

## The Number System

| Lesson | Focus | Standard(s) | TE Ed. Page | $\begin{aligned} & \text { St. Ed. } \\ & \text { Page } \end{aligned}$ | DOK Level |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 17 | Multiplying Integers with Tiles | 7.NS.2a: 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 realworld contexts. | 168 | 79 | 1-2 |
| 18 | Multiplying Integers on a Number Line |  | 170 | 80 |  |
| 19 | Integers and the Distributive Property |  | 172 | 81 |  |
| 20 | Products in Real-World Contexts |  | 174 | 82 |  |
| A5 | Assessment - Multiplying Integers |  | 176 | 83 |  |
| 21 | Decimals and the Distributive Property | 7.NS.2a | 178 | 85 | 1-2 |
| 22 | Multiplying Fractions | 7.NS.2a, 7.NS.2b: 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. | 180 | 86 |  |
| 23 | Dividing Rational Numbers | 7.NS.2b | 182 | 87 |  |
| 24 | Dividing Rational Numbers |  | 184 | 88 |  |
| A6 | Assessment - Multiplying and Dividing Rational Numbers | 7.NS.2a, 7.NS.2b | 186 | 89 |  |
| 25 | Multiplying Rational Numbers | 7.NS.2c: Apply properties of operations as strategies to multiply and divide rational numbers. | 188 | 91 | 1-2 |
| 26 | Dividing Rational Numbers |  | 190 | 92 |  |
| 27 | Converting Rational Numbers to Decimals | 7.NS.2d: Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in Os or eventually repeats. | 192 | 93 |  |
| 28 | Converting Rational Numbers to Decimals |  | 194 | 94 |  |
| A7 | Assessment - Multiplying, Dividing and Converting Rational Numbers | 7.NS2c, 7.NS2d | 196 | 95 |  |
| The Number System Performance Lesson 2 - Multiplying and Dividing Rational Numbers |  |  | 198 | 97-99 | 3 |
| 29 | Solving Problems Involving the Four Operations with Rational Numbers | 7.NS3: Solve real-world and mathematical problems involving the four operations with rational numbers. | 202 | 100 | 1-2 |
| 30 | Solving Problems Involving the Four Operations |  | 204 | 101 |  |
| 31 | Solving Real-World Problems |  | 206 | 102 |  |
| 32 | Solving Real-World Problems |  | 208 | 103 |  |

# Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index 

## Integrated Project 1: Launching Your Business

Overview: In this project, the students will create a business plan. They will determine a business that they would like to have, research and determine prices for their goods or services, and determine the percent of profit they would expect to make. They will create a spreadsheet that shows their expected activity in the first year of operation.

Product: The students will create a plan to launch a new business. They will present their plans to the class.

Integrates the following standards:
Ratios and Proportional Relationships and The Number System

Student Edition Pages: 105-108
Teacher Edition Pages: 213-224
DOK Level 4

## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

## Expressions and Equations

| Lesson | Focus | Standard(s) | TE Ed. Page | $\begin{gathered} \text { St. Ed. } \\ \text { Page } \end{gathered}$ | DOK <br> Level |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Simplify Algebraic Expressions | 7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | 232 | 109 | 1-2 |
| 2 | Generate Equivalent Expressions |  | 234 | 110 |  |
| 3 | Generate Equivalent Expressions |  | 236 | 111 |  |
| 4 | Generate Equivalent Expressions |  | 238 | 112 |  |
| A1 | Assessment - Generating Equivalent Expressions |  | 240 | 113 |  |
| 5 | Factor Generate Equivalent Expressions | 7.EE. 1 | 242 | 115 | 1-2 |
| 6 | Factor Generate Equivalent Expressions |  | 244 | 116 |  |
| 7 | Expressions in Problem Situations | 7.EE.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, $a+0.05 a=1.05$ a means that "increase by $5 \%$ " is the same as "multiply by 1.05." | 246 | 117 |  |
| 8 | Expressions in Problem Situations |  | 248 | 118 |  |
| A2 | Assessment - Use Properties of Operations to Generate Equivalent Expressions | 7.EE. 1 \& 7.EE. 2 | 250 | 119 |  |
| Expressions and Equations Performance Lesson 1 - Working with Expressions |  |  | 252 | 121-122 | 3 |
| 9 | Solve Multi-Step Real-Life Problems | 7.EE.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 <br> appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. | 256 | 123 | 1-2 |
| 10 | Solve Multi-Step Real-Life Problems |  | 258 | 124 |  |
| 11 | Solve Multi-Step Real-Life Problems |  | 260 | 125 |  |
| 12 | Solve Multi-Step Real-Life Problems |  | 262 | 126 |  |
| A3 | Assessment - Solving Multi-Step Real-Life Problems |  | 264 | 127 |  |
| 13 | Solving Multi-Step Real-Life Problems | 7.EE. 3 | 266 | 129 | 1-2 |
| 14 | Solving Multi-Step Real-Life Problems |  | 268 | 130 |  |
| 15 | Solving Multi-Step Real-Life Problems |  | 270 | 131 |  |
| 16 | Solving Multi-Step Real-Life Problems |  | 272 | 132 |  |
| A4 | Assessment - Solve Multi-Step Real-Life Problems |  | 274 | 133 |  |

## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

## Expressions and Equations

| Lesson | Focus | Standard(s) | TE Ed. Page | $\begin{aligned} & \text { St. Ed. } \\ & \text { Page } \end{aligned}$ | DOK Level |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 17 | Solve Equations in the Form of $p x+q=r$ | 7.EE.4a: Solve word problems leading to equations of the form $p x+$ $q=r$ and $p(x+q)=r$, where $p, q$, and $r$ are specific rational numbers. | 276 | 135 | 1-2 |
| 18 | Solve Equations in the Form of $p(x+q)=r$ |  | 278 | 136 |  |
| 19 | Solve Word Problems |  | 280 | 137 |  |
| 20 | Solve Word Problems |  | 282 | 138 |  |
| A5 | Assessment - Solve Linear Equations and Word Problems |  | 284 | 139 |  |
| Expressions and Equations Performance Lesson 2 - Equations |  |  | 286 | 141-142 | 3 |
| 21 | Solve Word Problems | 7.EE.4a | 290 | 143 | 1-2 |
| 22 | Solve Linear Equations and Word Problems |  | 292 | 144 |  |
| 23 | Solve and Graph Solutions to Inequalities | 7.EE.4b: Solve word problems leading to inequalities of the form $p x$ $+q>r$ or $p x+q<r$, 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. | 294 | 145 |  |
| 24 | Solve and Graph Solutions to Inequalities |  | 296 | 146 |  |
| A6 | Assessment - Solve Equations and Inequalities | 7.EE.4a and 7.EE.4b | 298 | 147 |  |
| 25 | Solve Word Problems Leading to Inequalities | 7.EE.4b | 300 | 149 | 1-2 |
| 26 | Solve Word Problems Leading to Inequalities |  | 302 | 150 |  |
| 27 | Solve Word Problems Leading to Inequalities |  | 304 | 151 |  |
| 28 | Solve Word Problems Leading to Inequalities |  | 306 | 152 |  |
| A7 | Assessment - Solve Word Problems Leading to Inequalities |  | 308 | 153 |  |
| Expressions and Equations Performance Lesson 3 - Inequalities |  |  | 310 | 155-156 | 3 |

## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

## Statistics and Probability

| Lesson | Focus | Standard(s) | TE Ed. Page | St. Ed. Page | DOK Level |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Understanding Probabilities | 7.SP.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. | 330 | 159 | 1-2 |
| 2 | Understanding Probabilities |  | 332 | 160 |  |
| 3 | Experimental Probabilities | 7.SP.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. | 334 | 161 |  |
| 4 | Experimental Probabilities |  | 336 | 162 |  |
| A1 | Assessment - Theoretical and Experimental Probability |  | 338 | 163 |  |
| 5 | Determine Probabilities | 7.SP.7a: Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. | 340 | 165 | 1-2 |
| 6 | Determine Probabilities |  | 342 | 166 |  |
| 7 | Understanding Probabilities | 7.SP.7b: Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. | 344 | 167-168 |  |
| 8 | Understanding Probabilities |  | 348 | 169 |  |
| A2 | Assessment - Determining Probability | 7.SP.7a-b | 350 | 170 |  |
| 9 | Finding Probabilities of Compound Events | 7.SP.8a: 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. | 352 | 171 | 1-2 |
| 10 | Finding Compound Probabilities | 7.SP.8a-b: Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. | 354 | 172 |  |
| 11 | Finding Compound Probabilities | 7.SP.8b | 356 | 173 |  |
| 12 | Using a Simulation | 7.SP.8c: Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If $40 \%$ of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood? | 360 | 174 |  |
| A3 | Finding Compound Probabilities | 7.SP.8a, 7.SP.8b, and 7.SP.8c | 364 | 175 |  |
| Statistics and Probability Performance Lesson 1 - Exploring Probability |  |  | 366 | 177-178 | 3 |

# Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index 

## Integrated Project 2: In the Real World...

Overview: In this project, the students will analyze a report of income over a year for a painter. They will write expressions, equations, and inequalities to interpret the fluctuations and provide a written explanation of the fluctuations. They will analyze the information to determine how to influence future earnings and estimate those earnings. The students will share their findings in peer groups. Since this is a learning activity, all components will be completed in class.

Product: The students will analyze a scenario of income over a year and write expressions, equations, and inequalities to interpret fluctuations. The students will analyze the information to estimate future income under given circumstances.

Integrates the following standards:
Expressions and Equations
Student Edition Pages: 157-158
Teacher Edition Pages: 313-321
DOK Level 4

## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

## Statistics and Probability

| Lesson | Focus | Standard(s) | TE Ed. Page | $\begin{aligned} & \text { St. Ed. } \\ & \text { Page } \end{aligned}$ | DOK <br> Level |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 13 | Sample Population | 7.SP.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. | 370 | 179 | 1-2 |
| 14 | Making Inferences of a Population | 7.SP.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. | 372 | 180 |  |
| 15 | Making Inferences of a Population |  | 374 | 181 |  |
| 16 | Evaluate Multiple Samples |  | 376 | 182 |  |
| A4 | Assessment - Random Sampling and Drawing Inferences | 7.SP.1, 7.SP. 2 | 380 | 183 |  |
| 17 | Assess Overlap Between Data Distributions | 7.SP.3: Informally assess the degree of visual overlap of two numerical | 382 | 185-186 | 1-2 |
| 18 | Assess Overlap of Data Distributions | between the centers by expressing it as a multiple of a measure of variability. | 386 | 187-188 |  |
| 19 | Inferences about Two Populations | 7.SP.4: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. | 390 | 189-190 |  |
| 20 | Inferences about Two Populations |  | 394 | 191 |  |
| A5 | Assessment - Inferences about Two Populations |  | 396 | 192 |  |
| Statistics and Probability Performance Lesson 2 - Exploring Statistics |  |  | 398 | 193-195 | 3 |

# Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index 

## Integrated Project 3: Powerful Words

Overview: In this project the students will select four different sources of print (e.g., magazines, newspapers, comic books, novels, graphic novels, math textbooks, history books, etc.). They will sample three different sets of 100 words within each source to find the average word length. They will analyze and display their findings. Then they will predict the average word length in materials similar to those they have sampled. They will determine the probability of similar word lengths and test their theories. They will select the results of one print source and the similar source to which it was compared to share with the class.

Product: The students will analyze four different sources of print to determine the average word length in each. They will determine the probability of finding a similar average word length in similar materials. They will test their theories and report the results.

Integrates the following standards:
Statistics and Probability
Student Edition Pages: 196-197
Teacher Edition Pages: 403-411
DOK Level 4

## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

## Geometry

| Lesson | Focus | Standard(s) | TE Ed. Page | $\begin{aligned} & \text { St. Ed. } \\ & \text { Page } \end{aligned}$ | DOK Level |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Scale Factors | 7.G.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. | 418 | 199 | 1-2 |
| 2 | Similar Figures |  | 420 | 200 |  |
| 3 | Computing Lengths and Area of Scale Drawings |  | 422 | 201 |  |
| 4 | Reproduction of Scale Drawings |  | 424 | 202-203 |  |
| A1 | Assessment - Similarity and Scale Drawings |  | 428 | 204 |  |
| Geometry Performance Lesson 1 - Draw It to Scale |  |  | 430 | 205-207 | 3 |
| 5 | Classification of Triangles | 7.G.2: Draw (freehand, with ruler and protractor, and with technology) 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. | 434 | 208 | 1-2 |
| 6 | Constructing Triangles Using Angles |  | 436 | 209 |  |
| 7 | Constructing Triangles Using Side Lengths |  | 438 | 210 |  |
| 8 | Determining Unique Triangles |  | 440 | 211 |  |
| A2 | Assessment - Constructions |  | 442 | 212 |  |
| 9 | Planes and Three-Dimensional Figures | 7.G.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. | 444 | 213 | 1-2 |
| 10 | Relationship of Pi | 7.G.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. | 446 | 214 |  |
| 11 | Circumference of a Circle |  | 448 | 215 |  |
| 12 | Circumference of Circles in Real-Life |  | 450 | 216 |  |
| A3 | Slicing 3-Dimensional Figures and Circumference of a Circle | 7.G. 3 and 7.G. 4 | 452 | 217 |  |
| Geometry Performance Lesson 2 - Two- and Three-Dimensional Figures |  |  | 454 | 219-221 | 3 |
| 13 | Area of a Circle | 7.G. 4 | 458 | 222 | 1-2 |
| 14 | Areas of Circles in Real-Life |  | 460 | 223 |  |
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## Standards Plus ${ }^{\circledR}$ - Mathematics Grade 7 Lesson Index

Geometry

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| :---: | :---: | :---: | :---: | :---: | :---: |
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# Sample Lessons 

| Lesson | Focus |  |
| :---: | :--- | :--- |
| $\mathbf{1}$ | Unit Rate |  |
| $\mathbf{2}$ | Unit Rate | 7.RP.1: Compute unit rates associated with ratios of |
| $\mathbf{3}$ | Unit Rate | fractions, including ratios of lengths, areas and other <br> quantities measured in like or different units. |
| $\mathbf{4}$ | Unit Rate |  |
| A1 | Assessment - Unit Rate |  |

# Sample Teacher Lesson Plan 

## Teacher Lesson Plan

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 7 |  |  |
| :--- | :--- | :---: |
| Domain: Ratios \& Proportional Relationships $\quad$ Focus: Unit Rate |  |  |
| Standard: 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other |  |  |

Standard: 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Lesson Objective: Students will learn how to compare two ratios and calculate unit rate using fractional amounts.

Introduction: "Today we will find unit rate using complex fractions."
Instruction: "The unit rate is the rate for one item. A complex fraction is a fraction that has one or more fractions in the numerator and / or denominator. Ratios can compare fractional quantities to other fractional quantities. Look at Example A. I am going to represent this ratio as: $\frac{\frac{1}{2}}{\frac{2}{3}}$ yards per hour. This ratio is an example of a complex fraction because it has a fraction in the numerator and another fraction in the denominator. I know that $\frac{\frac{1}{2}}{\frac{2}{3}}$ mathematically means $\frac{1}{2}$ divided by $\frac{2}{3}$. Following the rule for division of fractions, first write $\frac{1}{2} \div \frac{2}{3}$. Next I rewrite the division sign as a multiplication sign and invert the fraction to the right of the sign and write $\frac{1}{2} \times \frac{3}{2}$. Then I multiply the numerators, and I multiply the denominators $\frac{1}{2} \times \frac{3}{2}=\frac{3}{4} \quad \frac{3}{4} \frac{\text { square yards }}{1 \text { hour }}$. Therefore, Jose can sweep $\frac{3}{4}$ of a square yard in one hour (square yards per hour). The label of square yards per hour is a combination of the two labels square yards and one hour from the initial problem.

Guided Practice: "Let's look at Example B. Write the complex fraction on your worksheet. (Select a student volunteer to write that fraction on the board.) Rewrite your complex fraction as a fractional division problem. (Select another student to share their written response.) Perform the indicated division and compute the resulting answer." Ask another student to identify the unit label that should be on this problem.

Independent Practice: Follow the same process to complete the problems on your worksheet. As students work, continue to monitor their progress and answer questions.

Review: When students are finished, go over the answers.
Closure: "Today we found unit rates using complex fractions."
Answers: $\quad$ 1. White rabbit: $\frac{7}{10}$; Brown rabbit: $\frac{1}{2}$; White rabbit travels faster because he/she covered more distance.
2. Kristi runs a lap in 6 minutes; Marie runs a lap in 7 minutes. Kristi is the faster runner because it took her less time to run 1 lap.

[^0]
## Sample Student Lesson

| Standards Plus ${ }^{\circledR}-$ Mathematics - Grade 7 |  |  |
| :--- | :--- | :---: |
| Domain: Ratios \& Proportional Relationships $\quad$ Focus: Unit Rate |  |  |
| Standard: 7. RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and otherson: \#1 |  |  |
| quantities measured in like or different units. |  |  |

Directions: Fill in the boxes with the correct number.
Example A: Jose can sweep $\frac{1}{2}$ of a square yard in $\frac{2}{3}$ of an hour. What is his speed in terms of square yards per hour?


Example B: A garden hose fills $\frac{4}{9}$ of a gallon bucket in $\frac{2}{3}$ minutes. What is the flow rate in gallons per minute?

## Each lesson

 also hasan easy to follow student page.


Directions: Find the correct answer to each question and explain your answer.

1. The white rabbit travels $\frac{2}{5}$ miles in $\frac{4}{7}$ days. The brown rabbit travels 3 miles in 6 days. Which rabbit travels at the faster pace? Explain how you know.
2. It takes Kristi 15 minutes to run $2 \frac{1}{2}$ laps. It takes Marie, her friend, $3 \frac{1}{2}$ minutes to run $\frac{1}{2}$ of a lap. Explain which girl runs the fastest lap and how you can tell.

## Sample Digital Teacher Lesson Plan (3rd Grade Math Sample)



## Guided Practice

"Let's look at some problems involving groups of objects. Listen as I read the problem for Example 2. Juan has three groups of glass marbles. Each group has five marbles. What is Juan's total number of glass marbles? Now we will draw the problem to show each group of marbles. As I draw each group of marbles, you draw each group on your sheet. We will record the number of marbles in each group on the lines to show repeated addition of the number of objects in each group. The first group has 5 marbles so we will write a 5 in the blank. (Continue recording the number 5 in each blank: $5+5+5=3 \times 5=15$. Next we will show that the two factors, or numbers, are multiplied. We will use an $x$ to show it is multiplication in the blank."

> Each section of the digital lesson plan is expandable.

## Sample Digital Student Lesson (3rd Grade Math Sample)



Students respond online in the digital lessons. In this example students draw marbles to show repeated additon and type below.

## Sample Teacher Lesson Plan

## Teacher Lesson Plan

## Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 7

Domain: Ratios \& Proportional Relationships Focus: Unit Rate
Lesson: \#3
Standard: 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Lesson Objective: Students will use their knowledge of unit rates and unit price to find the total number of items or the total cost.

Introduction: "Today we will use your knowledge of unit rate and unit price information to find out the total amount for more than 1 item."

Instruction: "Let's look at Example A. Write the solution process on your paper as I write it on the board. The first thing I need to calculate is the unit rate. I calculate unite rate by setting up the ratio for the relationship between seconds and yards by writing the complex fraction $\frac{2 \frac{1}{6} \text { seconds }}{7 \frac{1}{2} \text { yards }}$. After writing the complex fraction, I will rewrite the mixed numbers as fractions $\frac{\frac{13}{\frac{15}{2}}}{}$. Next I will change the division sign to a multiplication sign $\frac{13}{6} \cdot \frac{2}{15}$. I will multiply the numerators and then multiply the denominators $\frac{26}{90}$. I can simplify $\frac{26}{90}$ to $\frac{13}{45}$. I divide $13 \div 45$ and get $0.2 \overline{8}$ and round to 0.3 . 0.3 is the unit rate, the number of seconds it takes Alexis to run 1 yard. This is not the final answer. I'll reread the question which asks me to find how long it will take for Alexis to run 50 yards. If it takes Alexis 0.3 seconds to cover 1 yard and she has to travel for 50 yards, then it will take her $0.3 \cdot 50$ seconds to travel the 50 yards. It will take Alexis 15 seconds to travel 50 yards."

Guided Practice: "Look at Example B, what information do we need to find first? (The unit rate.) Write the unit rate ratio in fraction form $\left(\frac{110 \text { miles }}{4 \frac{2}{3} \text { gallons }}\right)$. How do we simplify the resulting complex fraction? (Multiply the numerator by the reciprocal of the denominator.) Find the unit rate. $\left(\frac{\frac{110}{14}}{\frac{14}{3}}=\frac{110}{1} \cdot \frac{3}{14}=\frac{330}{14}=23.6 \mathrm{mpg}\right)$. Nathan can drive 23.6 miles per gallon of gas. (Select another student to explain the next step in the solution process: multiply the 23.6 miles per 1 gallon of gas times 12 gallons of gas). Perform the operation on your worksheet. (Choose a student to share their answer: 283.2 miles. Examples A and B were solved by using the following process: Total Cost $=$ Unit Price • Number of Items.) Write the total cost formula on your worksheet in the bottom margin."

Independent Practice: "Follow the same process to complete the problems on your worksheet."
Review: When students are finished, go over the correct answers.
Closure: "Today you used your knowledge of unit rate and unit price to find the total number of items or the total cost. One way to find the total amount of an item is to first find the unit rate and multiply that answer by how many items there are in the problem."

## Answers:

1. $125 \mathrm{pgs} / \mathrm{hr} ; 300 \mathrm{pgs}$
2. Store A: $\$ 1.50 / \mathrm{lb} . ;$ Store B: $\$ 1.64 / \mathrm{lb}$; $\$ 45.75$ (from Store A)
[^1]
## Sample Student Lesson

## Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 7

Domain: Ratios \& Proportional Relationships Focus: Unit Rate
Lesson: \#3
Standard: 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Directions: Use unit rate to find the answers to the following problems. (Round all calculations to the nearest tenth.)

Example A: Alexis runs $7 \frac{1}{2}$ yards every $2 \frac{1}{6}$ seconds. How long will it take her to run 50 yards?

## Each student

 page includes examples forGuided Practice.
...and Practice.

Example B: Nathan can drive 110 miles with $4 \frac{2}{3}$ gallons of gas. How many miles can he drive with 12 gallons of gas?

1. It takes Lily $\frac{4}{5}$ of an hour to read 100 pages of her book. How many pages can she read in $2 \frac{2}{5}$ hours?
2. Logan wants to buy $30 \frac{1}{2}$ pounds of grapes. Store $A$ has them priced at $\$ 4.00$ for $2 \frac{2}{3}$ pounds. Store $B$ has them priced at $\$ 3.00$ for $1 \frac{5}{6}$ pounds. What is the least he will have to pay for his grapes?

# Sample Teacher Lesson Plan 

## Teacher Lesson Plan

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 7 |  |
| :--- | :--- |
| Domain: Ratios \& Proportional Relationships $\quad$ Focus: Unit Rate |  |
| Standard: 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other \#4 |  |

Standard: 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Lesson Objective: Students will transform and convert unit rates.
Introduction: "Today we will transform unit rates to complete measurement conversions. In order to perform the conversions in this lesson, we will be required to use multiple unit rates within each problem."

Instruction: "Let's look at Example A together. I am going to convert 6 km . / hour to meters / second using three steps.

- Step 1: I'll write the initial problem in fraction form $\left(\frac{6 \mathrm{~km}}{1 \mathrm{hr}}\right)$.
- Step 2: I will use the measurement conversion table to select the appropriate measurement unit. In this case, I need to select a conversion rate that will involve kilometers, so the kilometer in the problem can be mathematically eliminated. $\left(\frac{6 \mathrm{~km}}{1 \mathrm{hr}} \cdot \frac{1000 \mathrm{~m}}{1 \mathrm{~km}}\right)$. Since $\frac{\mathrm{km}}{\mathrm{km}}$ is equal to 1 , the km can be eliminated without changing the value of the equation, resulting in: $\frac{6000 \mathrm{~m}}{1 \mathrm{hr}} \cdot \frac{1000 \mathrm{~m}}{1 \mathrm{~km}}$ needs to be written in this manner so the km label in the denominator can cancel out the km label in the numerator. Since the final answer needs to be in the form $\frac{\text { meters }}{\text { second }}$, the numerator portion of the conversion has been completed.
- Step 3: Now the term of $\frac{6000 \mathrm{~m}}{1 \mathrm{hr}}$ needs the denominator to be converted to seconds. By checking the measurement conversion table there is no conversion indicated between hours and seconds; however, I know that 60 minutes equals 1 hour $\left(\frac{6000 \mathrm{~m}}{1 \mathrm{hr}} \cdot \frac{1 \mathrm{hr}}{60 \mathrm{~min}}=\frac{6000 \mathrm{~m}}{60 \mathrm{~min}}=\frac{100 \mathrm{~m}}{1 \mathrm{~min}}\right)$. The last step in the process is to convert the minutes located in the denominator to seconds by multiplying by $\frac{1 \mathrm{~min}}{60 \mathrm{sec}}$. Simplifying, $\frac{100 \mathrm{~m}}{1 \mathrm{mmin}} \cdot \frac{1 \mathrm{mmin}}{60 \mathrm{sec}}=\frac{100 \mathrm{~m}}{60 \mathrm{sec}}$. Performing the indicated calculation $\frac{100 \mathrm{~m}}{60 \mathrm{sec}}=1.7 \mathrm{~meters} / \mathrm{sec}$."

Guided Practice: "Let's follow the same process to complete Example B. We will be converting yards per hour to feet per minute. Which unit measure will be converted first? (Students can convert either the yards to feet (numerator) or the hours to minutes (denominator). For ease of consistency, instruct students to always start the conversion with the numerator.) Review the measurement conversion table and select an applicable conversion factor. Remember our goal is to transition from yards to feet. You will use the steps I modeled." Guide students through each step.

Independent Practice: Use the steps to complete problems 1 - 2 from the worksheet. As students work, continue to monitor their progress and answer questions.

Review: When students have finished, go over the correct answers.
Closure: "Today we used the measurement conversion table to transform and convert unit rates.

## Answers: $\quad$ 1. 0.3 centimeters per second <br> 2. 6.8 inches per foot

## Sample Student Lesson

## Student Page

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 7 |  |
| :--- | :--- |
| Domain: Ratios \& Proportional Relationships $\quad$ Focus: Unit Rate |  |
| Standard: 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other |  |

Standard: 7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Directions: Perform the indicated conversion. (Round all computations to the nearest tenth.)

## Practice,

## review

each item
to check for
understanding.

Example A: 6 kilometers per hour = $\qquad$ meters per second

1. 12 meters per hour $=$ $\qquad$ centimeters per second
2. 1000 yards per mile $=$ $\qquad$ inches per foot

# Sample Assessment - Teacher Page 

## Teacher Lesson Plan

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 7 |  |  |
| :---: | :---: | :---: |
| Domain: Ratios \& Proportional Relationships | Focus: Unit Rate |  |
| Assessment: \#1 |  |  |

Assessment: \#1
This assessment may be used in the following ways:

- As a formative assessment of the students' progress.
- As an additional opportunity to reinforce the vocabulary, concepts, and knowledge presented in the previous 4 lessons.

Standard: 7.RP. 1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

Procedure: Read the directions aloud and ensure that students understand how to respond to each item.

- If you are using this as a formative assessment, have the students complete the evaluation independently.
- If you are using this to reinforce instruction, determine the items that will be completed as guided practice, and those that will be completed as independent practice.


## Additional Tips:

- All Standards Plus assessments are available in an interactive digital format in the Standards Plus Digital Platform.
- When the assessments are administered and scored digitally, the platform automatically creates intervention groups and recommends additional printable intervention lessons.
- You can also access the printable intervention lessons from the home screen in the digital platform.

Review: Review the correct answers with students as soon as they are finished.

Answers: 1. (7.RP.1) Item A: \$1.68; Item B: \$1.65. Item B is the better buy.
2. (7.RP.1) 62.1 pages
3. (7.RP.1) 3.6 hamburgers per minute
4. (7.RP.1) 451.5 miles
5. (7.RP.1) 8.3 meters per second

[^2]
## Sample Assessment - Student Page

Student Page

| Standards Plus ${ }^{\circledR}$ - Mathematics - Grade 7 |  |  |
| :---: | :---: | :---: |
| Domain: Ratios \& Proportional Relationships | Focus: Unit Rate |  |

Directions: Find the answer to each of the following problems while working independently. Circle your answer. (Round all calculations to the nearest tenth.)

1. Which is the better buy, Item $A$, selling at $5 \frac{2}{3}$ pounds for $\$ 9.52$ or Item $B$, selling at $1 \frac{1}{5}$ pounds for $\$ 1.98 ?$
2. Riley reads $35 \frac{2}{5}$ pages of her library book every $\frac{4}{7}$ of an hour. How many pages of her book does she read each hour?
3. During an eating contest, Claire can eat $2 \frac{3}{7}$ of a hamburger in $\frac{2}{3}$ of a minute. How many hamburgers can she eat in 1 minute?
4. Dylan can drive $110 \frac{1}{4}$ miles on $3 \frac{2}{3}$ gallons of gas. How many miles can he travel with 15 gallons of gas?

Use the following table for question 5 :

5. 30 kilometers per hour $=$ $\qquad$ meters per second

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Student Edition


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