



High Impact Standards



Program Overview and Sample Lessons



Teachers are the most important factor in student learning.

That's why every Standards Plus Lesson is directly taught by a teacher.

The High Impact Standards Program includes:

- Standards Plus Online Digital Platform
- Access to an Intervention Program –
 Printable Tier 2 & 3 Intervention Lessons
- Printed Teacher Edition & Student Editions



Standards Plus Works in Any Setting:



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



TEACHERS are the most important factor in student learning.



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.

High Impact Standards Includes:

High Impact Grade Level Lessons and Assessments 56 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 50+ Lessons (DOK 1-2)

Students learn prerequisite skills that scaffold below grade-level. These lessons are for students that need more support and are available to print in the Standards Plus Digital Platform. Printed student editions can be purchased separately.



Performance Lessons 5+ Lessons (DOK 3)

Performance lessons require students to apply the skills they learned in previous Standards Plus lessons. These lessons provide students the opportunity to incorporate technology, text analysis, reflection and research.

Teach a Grade Level Concept with Four Concise Lessons



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



Assessments

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



Digital Assessment

Print Assessment

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

When students take the assessment online, the platform will create groups of students that scored below 60% and recommend 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.



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.

Like terms: Monomials that have the same variables and powers.	
Term: An individual element of any math expression. It could be a single number or variable, or it could be the product of several numbers or variables separated from another term by a $(+)$ or $(-)$ sign in an overall expression. For example $6 + 1 \nabla - 4\lambda^2 x$ has a terms. The terms are $6.7 \times and 4x^2 x$.	
Coefficient: The number multiplied by the variable of an algebraic expression in an algebraic term.	
Constant: A number without a variable; a value that does not change.	
Variable: A letter that represents a number.	
Distributive Property: A number can be decomposed and its parts multiplied and result in the same product if the number is not decomposed: $a(b + c) = ab + ac$.	
Algebraic expression: An expression that contains a variable and/or numbers, and mathematical operation symbols.	
Factor: A number or expression that is multiplied by another number or expression to get a product.	
Greatest Common Factor: The largest factor two numbers have in common.	
Inequality: An expression in which the two values being compared are not equal.	
Continuous: There are infinite answers.	 Solve each inequality below and graph the solution set:
Discrete: There are finite answers.	
Evaluate: To solve an expression.	$4.5 \ge 9X - 7$
The symbol < means less than. The inequality $x < 3$ is said "x is less than 3." To graph the solution set on a number line, use an open circle at 3 since the number 3 is NOT included in the solution set. Shade the number line to the left of the open circle to represent the infinite solution set.	$-\frac{3}{4}z+16\leq 14$
The symbol \leq means less than or equal to. The inequality $x \leq 3$ is said "x is less than or equal to 3." To graph the solution set on a number line, use a closed circle at 3 since the number 3 is included in the solution set. Shade the number line to the left of the closed circle to represent the infinite solution set.	 Write a scenario that describes an inequality with a discrete answer. Write the inequality and define the variable. Graph the solution on a number line.
solution set on a number line, use an open cricle at 3 since the number 3 is NOT included in the solution set. Shade the number line to the right of the open circle to represent the infinite solution set. $\begin{array}{cccccccccccccccccccccccccccccccccccc$	3. Write a scenario that describes an inequality with a continuous answer. Write the inequality and define the variable. Graph the solution on a number line.
Standards Plus [®] is not licensed for duplication. Copying is Illegal. © 2020, 2013 Learning Plus Associates	4. What is an inequality? Draw a model to show what inequality means.
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Pacing Options

14-Week Implementation

Teach one lesson per day.



7-Week Implementation

Teach two lessons per day.



Intensive / Bootcamp Implementation

Catch up on the high impact standards in three weeks. Teach four lessons per day.

Grade 7 Mathematics High Impact Standards Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
	1	Unit Rate		14	3
	2	Unit Rate	7.RP.1: Compute unit rates associated with ratios of	16	4
	3	Unit Rate	fractions, including ratios of lengths, areas and other quantities measured in like or different units.	18	5
15	4	Unit Rate		20	6
ships	A1	Assessment – Unit Rate		22	7
tions	P1	Performance Lesson #1 – Using Unit Rat	tes	24	9-10
Relat	5	Proportional Relationships	7.RP.2a: Decide whether two quantities are in a proportional relationship.	28	11
bnal	6	Proportional Relationships		30	12
ortic	7	Proportional Relationships	7.RP.2a, 7.RP.2b: Identify the constant of proportionality (unit rate) in tables, graphs, equations,	32	13-14
rop	8	Proportional Relationships	diagrams, and verbal descriptions of proportional relationships.	36	15-16
\$ Å	A2	Assessment – Proportional Relationships		40	17
atio	9	Proportional Relationships	7 00 0- 7 00 0-	42	19
R	10	Proportional Relationships	/.KP.2a, /.KP.2D	44	20-21
	11	Multistep Ratio Problems	7.RP.3: Use proportional relationships to solve multi-	48	22
	12	Multistep Ratio Problems	step ratio and percent problems.	50	23
	A3	Assessment – Proportional Relationships	7.RP.2a, 7.RP.2b, 7.RP.3	52	24
	1	Opposite Quantities on the Number Line	7.NS.1a: Describe situations in which opposite quantities	56	26
	2	Opposite Quantities on the Number Line	combine to make 0.	58	27
	3	Adding Rational Numbers on the Number Line	7.NS1.b: Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether	60	28
	4	Adding Rational Numbers on the Number Line	a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	62	29
	A1	Adding Rational Numbers	7.NS.1a, 7.NS.1b	64	30
em.	5	Adding Quantities on the Number Line	7.NS.1b	66	32
- Syst	6	Subtraction and Additive Inverses	7.NS1c: Understand subtraction of rational numbers as	68	33
mber	7	Absolute Value on a Number Line	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	70	34
e Nu	8	Absolute Value in Real-World Contexts	principle in real-world contexts.	72	35
The	A2	Assessment – Adding and Subtracting Rational Numbers	7.NS.1b, 7.NS.1b	74	36
	17	Multiplying Integers with Tiles	7 NS 2a. Understand that multiplication is sufer did	76	38
	18	Multiplying Integers on a Number Line	from fractions to rational numbers by requiring that	78	39
	19	Integers and the Distributive Property	operations continue to satisfy the properties of operations, particularly the distributive property, loading to product such as $(-1)(-1) = 1$ and the subscripts	80	40
	20	Products in Real-World Contexts	for multiplying signed numbers. Interpret products of $ratio = ratio $	82	41
	A5	Assessment – Multiplying Integers	Tational numbers by describing real-world contexts.	84	42

Grade 7 Mathematics High Impact Standards Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
	21	Decimals and the Distributive Property	7.NS.2a	86	44
	22	Multiplying Fractions	7.NS.2a, 7.NS.2b:	88	45
	23	Dividing Rational Numbers	7.NS.2b: Understand that integers can be divided, provided that the divisor is not zero, and every quotient of	90	46
	24	Dividing Rational Numbers	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.	92	47
	A6	Assessment – Multiplying and Dividing Rational Numbers	7.NS.2a, 7.NS.2b	94	48
C	25	Multiplying Rational Numbers	7.NS.2c: Apply properties of operations as strategies	96	50
ysten	26	Dividing Rational Numbers	to multiply and divide rational numbers.	98	51
ber S	27	Converting Rational Numbers to Decimals	7.NS.2d: Convert a rational number to a decimal using	100	52
Num	28	Converting Rational Numbers to Decimals	long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	102	53
The	A7	Assessment – Multiplying, Dividing and Converting Rational Numbers	7.NS2c, 7.NS2d	104	54
	P4	Performance Lesson #4 – Multiplying and	Dividing Rational Numbers	106	56-58
	29	Solving Problems Involving the Four Operations with Rational Numbers		110	59
	30	Solving Problems Involving the Four Operations		112	60
	31	Solving Real-World Problems	7.NS3: Solve real-world and mathematical problems involving the four operations with rational numbers.	114	61
	32	Solving Real-World Problems		116	62
	A8	Solving Real-World Problems		118	63
	1	Simplify Algebraic Expressions		122	65
	2	Generate Equivalent Expressions		124	66
	3	Generate Equivalent Expressions	/.EL.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	126	67
ations	4	Generate Equivalent Expressions	with rational coefficients.	128	68
Equa	A1	Assessment – Generating Equivalent Expressions		130	69
s and	5	Factor Generate Equivalent Expressions		132	71
ssions	6	Factor Generate Equivalent Expressions	1/.EE.1	134	72
xpres	7	Expressions in Problem Situations	7.EE.2: Understand that rewriting an expression in	136	73
	8	Expressions in Problem Situations	different forms in a problem context can shed light on the problem and how the quantities in it are related.	138	74
	A2	Assessment – Use Properties of Operations to Generate Equivalent Expressions	7.EE.1 & 7.EE.2	140	75
	P5	Performance Lesson #5 – Working with	Expressions	142	77-78

Grade 7 Mathematics High Impact Standards Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Pg	St. Ed. Pg
	9	Solve Multi-Step Real-Life Problems	7 FE 3: Solve multi-step real-life and mathematical	146	79
	10	Solve Multi-Step Real-Life Problems	problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and	148	80
	11	Solve Multi-Step Real-Life Problems	decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form;	150	81
-	12	Solve Multi-Step Real-Life Problems	convert between forms as appropriate; and assess the reasonableness of answers using mental computation	152	82
	A3	Assessment – Solving Multi-Step Real-Life Problems	and estimation strategies.	154	83
	17	Solve Equations in the Form of $px + q = r$		156	85
-	18	Solve Equations in the Form of $p(x+q) = r$		158	86
-	19	Solve Word Problems	equations of the form $px + q = r$ and $p(x + q) = r$,	160	87
-	20	Solve Word Problems	where p , q , and r are specific rational numbers.	162	88
	A5	Assessment – Solve Linear Equations and Word Problems		164	89
	P6	Performance Lesson #6 – Equations		166	91-92
	21	Solve Word Problems		170	93
-	22	Solve Linear Equations and Word Problems	7.EE.4a	172	94
	23	Solve and Graph Solutions to Inequalities	7.EE.4b: Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are	174	95
	24	Solve and Graph Solutions to Inequalities	specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	176	96
	A6	Assessment – Solve Equations and Inequalities	7.EE.4a and 7.EE.4b	178	97



High Impact Standards





Sample Lessons



Ratios and Proportional Relationships

Lesson	Focus	Standard(s)
1	Unit Rate	
2	Unit Rate	7.RP.1: Compute unit rates associated with ratios of
3	Unit Rate	fractions, including ratios of lengths, areas and other quantities measured in like or different units.
4	Unit Rate	
A1	Assessment – Unit Rate	

Sample Teacher Lesson Plan

	Standards Plus [®] – Mathematics – Grade 7
Domain: Ratio	s & Proportional Relationships <u>Focus</u> : Unit Rate <u>Lesson</u> : #
Standard: 7.RP.	1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other
quantities measu	
Lesson Obje	ctive: Students will learn how to compare two ratios and calculate unit rate using ounts.
Introduction	: "Today we will find unit rate using complex fractions."
Instruction: more fraction	"The unit rate is the rate for one item. A complex fraction is a fraction that has one or s in the numerator and / or denominator. Ratios can compare fractional quantities to 1
other fraction	al quantities. Look at Example A. I am going to represent this ratio as: $\frac{2}{2}$ yards per
hour This ra	tio is an example of a <i>complex fraction</i> because it has a fraction in the <i>numerator</i> and
	1
another fracti	on in the <i>denominator</i> . I know that $\frac{\frac{1}{2}}{\frac{2}{3}}$ mathematically means $\frac{1}{2}$ divided by $\frac{2}{3}$.
	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, a	and I multiply the denominators $\frac{1}{2} \times \frac{3}{2} = \frac{3}{4} + \frac{3}{4} + \frac{\text{square yards}}{1 \text{ hour}}$. Therefore, Jose can sweep
$\frac{3}{4}$ of a square	e yard in one hour (square yards per hour). The label of square yards per hour is a
4 combination of	of the two labels square yards and one hour from the initial problem.
Guided Prac student volun division probl division and c be on this pro	tice: "Let's look at Example B. Write the complex fraction on your worksheet. (Select a teer to write that fraction on the board.) Rewrite your complex fraction as a fractional em. (Select another student to share their written response.) Perform the indicated ompute the resulting answer." Ask another student to identify the unit label that should blem.
Independent students work	Practice: Follow the same process to complete the problems on your worksheet. As a, continue to monitor their progress and answer questions.
Review: Wh	en students are finished, go over the answers.
Closure: "To	day we found unit rates using complex fractions."
Answers:	 White rabbit: ⁷/₁₀; Brown rabbit: ¹/₂; White rabbit travels faster because he/she covered more distance. Kristi runs a lap in 6 minutes; Marie runs a lap in 7 minutes. Kristi is the faster

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Sample Student Lesson

	Student Page
	Standards Mus [×] – Watnematics – Grade /
	<u>Standard</u> : 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: 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? $ \square = \square \div \square = \square \bullet \square = \square \frac{square yards}{1 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?
ach lesson	
also has	$\square = \square \div \square = \square \bullet \square = \square \text{minute}$
in easy to	
follow	Directions: Find the correct answer to each question and explain your answer.
student	1. The white rephit travels $\frac{2}{2}$ miles in $\frac{4}{4}$ days. The brown rephit travels 2 miles in 6 days. Which
page.	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.
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Sample Digital Teacher Lesson Plan (3rd Grade Math Sample)

			÷		
Digital	•	Standards Plus	GRADE 3 MATHEMATICS	Domain: Operations 8 Lesson: #2 Focus: Products of Wh	a Algebraic Thinking nole Numbers
				Star	idard(s)
versions			Lesson Objecti	ve	
of every		set, recording the repeated-ad	ducts of whole numbers by drawin dition sentence, and writing the m	g the number of grouped of nultiplication symbol for the	problem.
lesson and			Introduction		
		"Today we will continue to lead combining a specific number of	n about <i>multiplication</i> and how a f f groups with the same number of	total number of objects can objects in each group."	be determined by
assessment			Instruction		
are included.			Guided Practic	ce	~
			Independent Pra	ctice	~
			Review		~
			Closure		~
			Answers		V
			Teacher E1 E2	1 2	Next
			Instruction		

"We have learned that when we have groups of objects and we want to determine the total number of objects, we can *multiply*. We *multiply* by adding the same number over and over again. Look at Example 1. Maria has 4 boxes of limes. Each box has 4 limes in it. To find out the total number of limes Maria has, we add 4 + 4 + 4 + 4. We can also write this 4×4 . The product is 16 limes. *Multiplication* lets us add more quickly and efficiently."

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 number are multiplied way with a solution of the blank." 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.

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Sample Digital Student Lesson (3rd Grade Math Sample)

Standards Plus	GRADE 3 MATHEMATICS	Domain: Operations & Algebraid Lesson: #2 Focus: Products of Whole Numb	E Thinking lers
DIGITAL		Standard(s)	\checkmark
Directions: Read each problet sentence, the multiplication sy sentence. Make sure you write	m below. Draw a picture of the obje mbol, and the total number of obje the product on the last line.	cts in groups. Record the repeated- ts on the line to complete each nur	addition mber
Example 2: Juan has three groups of glass marbles? Finish the picture by	marbles. Each group has five marb putting the marbles in the circles.	les. What is Juan's total number of	glass
	J I	Clear	
		Clear 5= product	



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 [®] – 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: #3
	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 $\frac{2\frac{1}{6}}{\frac{1}{7}}$ seconds. After writing the complex fraction, I
	$\frac{7}{2}$ yards
Each lesson Ian includes	will rewrite the mixed numbers as fractions $\frac{\frac{13}{6}}{\frac{15}{2}}$. Next I will change the division sign to a multiplication sign
ne following	$\frac{13}{6} \cdot \frac{2}{15}$. I will multiply the numerators and then multiply the denominators $\frac{26}{90}$. I can simplify $\frac{26}{90}$ to $\frac{13}{45}$.
airect	divide $13 \div 45$ and get 0.28 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
omponents:	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 • 50 seconds to travel the 50 yards. It will take Alexis 15 seconds to travel 50 yards."
troduction	Guided Practice: "Look at Example B, what information do we need to find first? (The unit rate.) Write the unit
Instruction	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
Guided	
Practice	numerator by the reciprocal of the denominator.) Find the unit rate. $\left(\frac{1}{\frac{14}{14}} = \frac{110}{1} \cdot \frac{3}{14} = \frac{330}{14} = 23.6 \text{ mpg}\right)$. Nathan
dependent	3 can drive 23.6 miles per gallon of gas. (Select another student to explain the next step in the solution process:
Practice	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
Review	process: <i>Total Cost = Unit Price • Number of Items.</i>) Write the total cost formula on your worksheet in the bottom margin."
Closure	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 pgs/hr; 300 pgs 2. Store A: \$1.50/lb.; Store B: \$1.64/lb; \$45.75 (from Store A)
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Sample Student Lesson



Sample Teacher Lesson Plan

Domain: Bati	Statuarus Fius – Mathematics – Graue 7
Standard: 7.RF	1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other
quantities meas	ured in like or different units.
Lesson Obje	ctive: Students will transform and convert unit rates.
Introduction	"Today we will transform unit rates to complete measurement conversions. In order to perform
the conversio	ns in this lesson, we will be required to use multiple unit rates within each problem."
three steps	Let's look at Example A together. I am going to convert 6 km. / hour to meters / second using
and of otopol	(6 km)
• Step 1: I'	Il write the initial problem in fraction form $\left(\frac{1}{1}\right)$.
• Step 2: 1	will use the measurement conversion table to select the appropriate measurement unit. In this
case, I ne	ed to select a conversion rate that will involve kilometers, so the kilometer in the problem can b
mathama	(6 km, 1000 m)
mainema	$\left(\frac{1}{1}\right)^{-1}$ since $\frac{1}{1}$ is equal to 1, the kin can be eliminated without kin
changing	the value of the equation, resulting in: <u>1 hr</u> needs to be written in this manner so
the km la	bel in the denominator can cancel out the km label in the numerator. Since the final answer nee
to be in th	e form meters, the numerator portion of the conversion has been completed.
	second ,
• Step 3: N	low the term of $\frac{6000 \text{ m}}{4 \text{ hz}}$ needs the denominator to be converted to seconds. By checking the
measurer	ann conversion table there is no conversion indicated between hours and seconds: however. I
modouror	$\begin{pmatrix} 6000 \text{ m} & 1 \text{ kr} & 6000 \text{ m} & 100 \text{ m} \end{pmatrix}$
know that	60 minutes equals 1 hour $\left \frac{6000 \text{ min}}{1 \text{ kr}} + \frac{600 \text{ min}}{60 \text{ min}} + \frac{600 \text{ min}}{1 \text{ min}} \right $. The last step in the process
to conver	t the minutes located in the denominator to seconds by multiplying by $\frac{1}{60 \text{ sec}}$. Simplifying,
100 m 1	nin 100 m
<u>1 min</u> • f	$\frac{100 \text{ m}}{100 \text{ sec}} = \frac{100 \text{ m}}{60 \text{ sec}} = 1.7 \text{ meters/sec.}^{\circ}$
Guided Prac	tice: "Let's follow the same process to complete Example B. We will be converting vards per h
to feet per mi	nute. Which unit measure will be converted first? (Students can convert either the yards to fee
(numerator) o	r the hours to minutes (denominator). For ease of consistency, instruct students to always start
the conversio	n with the numerator.) Review the measurement conversion table and select an applicable
Conversion fa	ctor. Remember our goal is to transition from yards to feet. You will use the steps I modeled."
	a though cuch step.
Independent	Practice: Use the steps to complete problems $1 - 2$ from the worksheet. As students work,
continue to m	onitor their progress and answer questions.
Review: Whe	en students have finished, go over the correct answers.
~ <i>"</i> –	-
Closure: "To	day we used the measurement conversion table to transform and convert unit rates.
Answers:	1. 0.3 centimeters per second
	2. 6.8 inches per foot
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Sample Student Lesson



Sample Assessment - Teacher Page

	Standards Plus [®] – Mathematics – Grade 7
Domain: Ratios	& Proportional Relationships <u>Focus</u> : Unit Rate
	Assessment: #1
This asses	sment may be used in the following ways:
	prmative assessment of the students' progress
• As an	additional apportunity to reinforce the yearshulary concents, and
As an	additional opportunity to reinforce the vocabulary, concepts, and
KNOWI	age presented in the previous 4 lessons.
Standard:	7 RP 1 Compute unit rates associated with ratios of fractions
including ra	ios of lengths, areas and other quantities measured in like or
different uni	is
Procedure:	Read the directions aloud and ensure that students understand
how to resp	ond to each item.
 If you 	are using this as a formative assessment, have the students
compl	ete the evaluation independently.
 If you 	are using this to reinforce instruction, determine the items that will
be co	npleted as guided practice, and those that will be completed as
indep	endent practice.
Additional	Tips:
 All Sta 	indards Plus assessments are available in an interactive digital
forma	t in the Standards Plus Digital Platform.
 When 	the assessments are administered and scored digitally, the platform
autom	atically creates intervention groups and recommends additional
printa	ble intervention lessons.
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Sample Assessment - Student Page

Domai	<u>Assessment</u> : #1
Direct	ions: Find the answer to each of the following problems while working independently. Circle your
answe	r. (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 hamburger can she eat in 1 minute?
4. Use th	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? e following table for question 5:
	MEASUREMENT CONVERSIONS
	LENGTHCAPACITY1 foot (ft) = 12 inches (in.)1 cup (c) = 8 fluid ounces1 yard (yd) = 3 feet1 pint (pt) = 2 cups1 yard = 36 inches1 quart (qt) = 2 pints1 mile = 1,760 yards1 quart = 4 cups1 mile = 5,280 feet1 gallon (gal) = 4 quarts1 km = 1,000 mWEIGHT1 m = 100 cm1 pound (lb) = 16 ounces (oz)1 ton (T) = 2,000 pounds
	CONVERSION BETWEEN CUSTOMARY AND METRIC MEASUREMENT
	1 yard = 0.914 m 1 quart = 0.946 L 1 foot = 0.305 m 1 ounce = 28.35 g 1 inch = 2.54 cm 1 pound = 0.45 kg
-	30 kilometers per hour = meters per second
5.	



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