Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Conten Area	MA
Course ID	NVA03700722	Grade Level	7
Course Name	MTH07B PreAlgebra	o Credits	
SCE Code	37007	Curriculum Type	K1 Inc

COURSE DESCRIPTION

In K12's Math 7Pre-Algebra   Sem. 2 Summit course, students focus on real-word scenarios and mathematical problems involving algebraic expressions and linear equations and begin to apply their understanding of rational numbers with increased complexity. The course lays the foundation for exploring concepts of angle, similarity and congruence, more formally addressed in Math 8, as students work with scale drawings and construct and analyze relationships among geometric figures. Students also develop an   apply understandings of proportional relationships.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK_(Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
5.G.4	Classify two-dimensional figures in a hierarchy based o properties.
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = $ for cases in which p, and x are all nonnegative rational numbers.
6.SP.5	Summarize numerical data sets in relation to their context, such as by: **a.** Reporting the number of observations. **b.** Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. **c.** Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered. **d.** Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
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, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."
7.EE.4a	Solve word 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. For example, The perimeter of rectangle is 5 cm. Its length is cm. What is its width?
7.EE.4b	Solve word problems leading to inequalities of the form $px + q > $ or $px + q < r$, where p, q, and are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. 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.
7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from scale drawing and reproducing a scale drawing at a different scale.
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.
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.
7.G.4	Know the formulas for the area and circumference of circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
7.G.5	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.
7.G.6	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.
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.
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. For example, estimate the mean word length in 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.
7.SP.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. For example, the mean height of players o the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on dot plot, the separation between the two distributions of heights is noticeable.
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.
7.SP.6	Approximate the probability of a chance event by collecting data o the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. 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.
7.SP.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 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.
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.
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 blood?

SCOPE AND SEQUENCE		
UNIT OUTLINE	**STANDARD#**	**OUTCOMES** **OBJECTIVES/STUDENT CENTERED GOALS**
Course Introduction		
Readiness Checkpoint		
Unit 1: Expressions and Equations Lesson 1: Exchange Ideas		
Unit 1: Expressions and Equations Lesson 2: Work with Linear Expressions 1	7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	
Unit 1: Expressions and Equations Lesson 3: Work with Linear Expressions 2	7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	
Unit 1: Expressions and Equations Lesson 4: Add and Subtract Linear Expressions	7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	
Unit 1: Expressions and Equations Lesson 5: Equivalent Linear Expressions	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 + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."	
Unit 1: Expressions and Equations Lesson 6: Solve Linear Equations with Addition and Subtraction	6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	
Unit 1: Expressions and Equations Lesson 7: Solve Linear Equations with Multiplication and Division	6.EE.7: Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	
Unit 1: Expressions and Equations Lesson 8: Your Choice		
Unit 1: Expressions and Equations Lesson 9: Solve Multistep Linear Equations 1	7.EE.4.a: 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. a. Solve word 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. For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	
Unit 1: Expressions and Equations Lesson 10: Solve Multistep Linear Equations 2	7.EE.4.a: 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. a. Solve word 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. For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	
Unit 1: Expressions and Equations Lesson 11: Model with Linear Equations	7.EE.4.a: 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. a. Solve word 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. For example, The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	
Unit 1: Expressions and Equations Lesson 12: Solve Linear Inequalities	7.EE.4.b: 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. b. Solve word 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	

	and interpret it in the context of the problem. 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.	
Unit 1: Expressions and Equations Lesson 13: Model with Linear Inequalities		
Unit 1: Expressions and Equations Lesson 14: Unit Review		
Unit 1: Expressions and Equations Lesson 15: Unit Test		
Unit 1: Expressions and Equations Lesson 16: Extended Problems		
Unit 2: Two-Dimensional Geometry Lesson 1: Exchange Ideas	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.	
Unit 2: Two-Dimensional Geometry Lesson 2: Scale Factor	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.	
Unit 2: Two-Dimensional Geometry Lesson 3: Scale Factor Applications	5.G.4: Classify two-dimensional figures in a hierarchy based on properties.; 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.	
Unit 2: Two-Dimensional GeometryLesson 4: 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.	
Unit 2: Two-Dimensional Geometry Lesson 5: Construct Two-Dimensional Figures	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.	
Unit 2: Two-Dimensional Geometry Lesson 6: Number of Triangles		
Unit 2: Two-Dimensional Geometry Lesson 7: Your Choice	7.G.5: 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.	
Unit 2: Two-Dimensional Geometry Lesson 8: Angle Pairs	7.G.5: 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.	
Unit 2: Two-Dimensional Geometry Lesson 9: Solve for Angle Measures	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.	
Unit 2: Two-Dimensional Geometry Lesson 10: Circles	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.	
Unit 2: Two-Dimensional Geometry Lesson 11: Circumference		
Unit 2: Two-Dimensional Geometry Lesson 12: Circumference and Perimeter Applications	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.	
Unit 2: Two-Dimensional Geometry Lesson 13: Your Choice	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.	
Unit 2: Two-Dimensional Geometry Lesson 14: Area of a Circle	7.G.6: 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.	
Unit 2: Two-Dimensional Geometry Lesson 15: Area of Partial Circles		
Unit 2: Two-Dimensional Geometry Lesson 16: Areas of Composite Figures		

Unit 2: Two-Dimensional Geometry Lesson 17: Unit Review		
Unit 2: Two-Dimensional Geometry Lesson 18: Unit Test		
Unit 2: Two-Dimensional Geometry Lesson 19: Extended Problems		
Interim Checkpoint 3		
Your Choice	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.; 7.G.6: 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.	
Unit 3: Three-Dimensional Geometry Lesson 1: Exchange Ideas	7.G.6: 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.	
Unit 3: Three-Dimensional Geometry Lesson 2: Slice Solids	7.G.6: 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.	
Unit 3: Three-Dimensional Geometry Lesson 3: Surface Area 1	7.G.6: 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.	
Unit 3: Three-Dimensional Geometry Lesson 4: Surface Area 2		
Unit 3: Three-Dimensional Geometry Lesson 5: Volume 1	7.G.6: 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.	
Unit 3: Three-Dimensional Geometry Lesson 6: Volume 2	7.G.6: 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.	
Unit 3: Three-Dimensional Geometry Lesson 7: Your Choice		
Unit 3: Three-Dimensional Geometry Lesson 8: Properties of Volume and Surface Area 1		
Unit 3: Three-Dimensional Geometry Lesson 9: Properties of Volume and Surface Area 2		
Unit 3: Three-Dimensional Geometry Lesson 10: Unit Review		
Unit 3: Three-Dimensional Geometry Lesson 11: Unit Test	6.SP.5: Summarize numerical data sets in relation to their context, such as by: c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.	
Unit 3: Three-Dimensional Geometry Lesson 12: Extended Problems	6.SP.5: Summarize numerical data sets in relation to their context, such as by: c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.	
Unit 4: Statistics Lesson 1: Exchange Ideas		
Unit 4: Statistics Lesson 2: Measures of Center	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.	
Unit 4: Statistics Lesson 3: Measures of Variability	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. 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.	
Unit 4: Statistics Lesson 4: Your Choice	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. 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.	
Unit 4: Statistics Lesson 5: Sampling	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. 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.	
Unit 4: Statistics Lesson 6: Draw Inferences from Samples 1	7.SP.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 multiple of a measure of variability. 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, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.; 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. For example, decide whether the words in a chapter of	

	a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	
Unit 4: Statistics Lesson 7: Draw Inferences from Samples 2	7.SP.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 multiple of a measure of variability. 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, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.; 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. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	
Unit 4: Statistics Lesson 8: Multiple Samples from a Population		
Unit 4: Statistics Lesson 9: Your Choice		
Unit 4: Statistics Lesson 10: Compare Line Plots		
Unit 4: Statistics Lesson 11: Use Statistical Measures		
Unit 4: Statistics Lesson 12: Unit Review		
Unit 4: Statistics Lesson 13: Unit Test		
Unit 4: Statistics Lesson 14: Extended Problems	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.; 7.SP.7.a: 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. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 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.	
Interim Checkpoint 4	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.; 7.SP.7.a: 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. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 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.	
Your Choice	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. 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.	
Unit 5: Probability Lesson 1: Exchange Ideas	7.SP.7.a: 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. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 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.	
Unit 5: Probability Lesson 2: Understand and Find Simple Probability 1	7.SP.7.a: 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. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 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.	
Unit 5: Probability Lesson 3: Understand and Find Simple Probability 2	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. 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.	
Unit 5: Probability Lesson 4: Simple Experimental Probability	7.SP.8.a: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. 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.	
Unit 5: Probability Lesson 5: Simple Probability Models	7.SP.8.a: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. 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.; 7.SP.8.b: Find probabilities of compound	

	events using organized lists, tables, tree diagrams, and simulation. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	
Unit 5: Probability Lesson 6: Geometric Probability Models	7.SP.8.c: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. c. 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?	
Unit 5: ProbabilityLesson 7: Experimental Probability Models		
Unit 5: Probability Lesson 8: Your Choice		
Unit 5: Probability Lesson 9: Compound Probability		
Unit 5: Probability Lesson 10: Represent Compound Events and Outcomes		
Unit 5: Probability Lesson 11: Experimental Probability of Compound Events		
Unit 5: Probability Lesson 12: Unit Review		
Unit 5: Probability Lesson 13: Unit Test		

Unit 5: Probability Lesson 14: Extended Problems		
Unit 6: Project: Package Deals Lesson 1: Research the Costs of a Package Deal and Individual Pricing 1		
Unit 6: Project: Package Deals Lesson 2: Research the Costs of a Package Deal and Individual Pricing 2		
Unit 6: Project: Package Deals Lesson 3: Analyze Your Package Deal 1		
Unit 6: Project: Package Deals Lesson 4: Analyze Your Package Deal 2		
Unit 6: Project: Package Deals Lesson 5: So What Do You Think About Package Deals?		
Unit 7: Grade 7 Semester A and B Assessments Lesson 1: Semester A Test, Parts 1 and 2		
Unit 7: Grade 7 Semester A and B Assessments Lesson 2: Your Choice		

Unit 7: Grade 7 Semester A and B Assessments Lesson 3: Semester B Test, Parts 1 and 2		
Unit 7: Grade 7 Semester A and B Assessments Lesson 4: Your Choice		