## MCS MYP Grade 7 Honors Subject Group Overview

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Making Relevant Connections within The Number System</th>
<th>Reasoning with Expressions, Equations, and Inequalities</th>
<th>Exploring Ratios and Proportional Relationships</th>
<th>Making Relevant Connections with Geometry</th>
<th>Investigating Probability</th>
<th>Culminating Capstone Unit</th>
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<tbody>
<tr>
<td>Time Frame</td>
<td>6-7 weeks (08.07 - 09.22)</td>
<td>6 - 7 weeks (10.09 - 11.17)</td>
<td>5-6 weeks (11.27 - 12.15) (01.08 - 01.26)</td>
<td>5 - 6 weeks (01.29 - 03.15)</td>
<td>4 - 5 weeks (03.11 - 04.26)</td>
<td><em>1 - 2 week</em> (05.06 - 05.17)</td>
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<td>Standards</td>
<td>7.NR.1</td>
<td>7.PAR.2</td>
<td>6.NR.2</td>
<td>7.GSR.5</td>
<td>7.PR.6</td>
<td>All standards</td>
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<tr>
<td></td>
<td>7.MP.1-8</td>
<td>7.PAR.3</td>
<td>7.PAR.4</td>
<td>7.MP.1-8</td>
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<td>Statement of Inquiry</td>
<td>Mathematical models can help people represent real world relationships using operations with rational numbers. Logic can be used to justify equivalent relationships. Identifying proportional relationships can help simplify decision-making. We can use formulas to model structures and relationships in the real world. Decisions reached through logic may not always reflect beliefs about fairness. A logical process helps to model and generalize the natural world.</td>
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### Global Context
- **Identity and Relationships**
- **Globalization and Sustainability**
- **Orientation in space and time**
- **Fairness and development**

### Key Concepts
- **Relationships**
  - The connections and associations between properties, objects, people and ideas.
- **Form**
  - The shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
- **Logic**
  - A method of reasoning and a system of principles used to build arguments and reach conclusions.

### Related Concepts
- **Model, Representation**
- **Equivalence, Justification**
- **Equivalence, Simplification**
- **Measurement, Space**
- **Generalization, Justification, Model**
- **Generalization, Justification, Model**

### Design Cycle Transdisciplinary
- **Inquiring and Analyzing**
- **Developing Ideas**
- **Creating a Solution**
- **Evaluation**

### MYP Assessments/Performance Tasks
- **Unit 1 CFA**
  - Criterion A: Knowing and Understanding
  - Criterion D: Investigating Patterns
- **Unit 2 CFA**
  - NCTM Illuminations: Talk or Text
  - Criteria A (Knowing and Understanding), Criteria B (Investigating Patterns), Criteria C (Communication), Criteria D (Applying Math to real-world context)
- **Unit 3 CFA**
  - Illustrative Mathematics: Track Practice
  - Criteria C (Communication), Criteria D (Applying Math to real-world context)
- **Unit 4 CFA**
  - Help Wanted
  - Criteria A (Knowing and Understanding), Criteria C (Communication)
- **Unit 5 CFA**
  - Topic 6 Performance Assessment Form B
  - Criteria A (Knowing and Understanding), Criteria B (Investigating Patterns), Criteria D (Applying Math to real-world context)

### Differentiation For Tiered Learners
- **Marietta City Schools teachers** provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.

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