|  |  |  |
| --- | --- | --- |
| **opportunity for growth** | **performance meets standard of learning (Grade 7)** | **advanced** |
|  | Big Ideas and Content at a glance* Decimals, fractions & percents represent parts and wholes of #s
* Computational fluency with integers and decimals
* Linear relations can be used to make generalizations and can be represented in many connected ways
* There is a constant ratio between the diameter and circumference of a circle
* Circle graphs can be used to illustrate proportion of the whole
* multiplication and division facts to 100
* operations with integers (addition, subtraction, multiplication, division, and order of operations)
* operations with decimals (addition, subtraction, multiplication, division, and order of operations)
* relationships between decimals, fractions, ratios, and percents
* discrete linear relations, using expressions, tables, and graphs
* two-step equations with whole-number coefficients, constants, and solutions
* circumference and area of circles
* volume of rectangular prisms & cylinders
* Cartesian coordinates and graphing
* combinations of transformations
* circle graphs
* experimental probability with two independent events
* financial literacy – percentage calculations in context
 |  |
| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . |
|  | Reasoning and Analysis* Logic and Patterns – observe, predict, generalize
* Estimation
* Mental math strategies
* Model math concepts &/or ‘mathematically model’
 |  |
|  | Understanding and Solving* Strategies (incorporate, develop)
* Use mathematical concepts
* Problem Solving (unfamiliar, inquiry - connect to place, story, culture, First Peoples)
* Visualizing
 |  |
|  | Communicating and Representing* Mathematical justifications (written &/or spoken)
* Concrete, Pictorial, Symbolic
* Contribute to mathematical discussions
 |  |
|  | Connecting and Reflecting* Reflect upon mathematical thinking (self, others)
* Pose new problems/extensions
* Connect to other math, other subjects, and world around us, First Peoples
 |  |