



Aledo Independent School District

## GRADES 6-12 DISTANCE LEARNING

<b>School Name</b>	AMS
<b>Grade Level</b>	7th Grade
<b>Week of</b>	4/13/2020 *All assigned work due by Sunday at midnight

### (7th PAP Math) Week at a Glance

***This week's lesson addresses the following learning standards:***

*7.4A/C represent proportional relationships in mathematical and real world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including  $d = rt$*

**Lesson Frame:**

**WE WILL...** *7.4A/C represent proportional relationships in mathematical and real world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including  $d = rt$*

**I WILL...** *use my knowledge of constant of proportionality.*

**SO THAT I CAN...** *identify proportional relationships from any representation and use this information to interpret its meaning.*

**Estimated Time to Complete: 2 hours**

**Resources Needed:**

(Students need to work inside Google Classroom; where they will find their own copy of this):

<https://docs.google.com/presentation/d/1Q5NKJ1Z9neQ2OhchjokQP1STidM28zTOXyWrgUdt9qk/edit?usp=sharing>

**Non-Digital Resources:**

[https://drive.google.com/file/d/17pSzmATCpZmd\\_KM2P0dle\\_UrmrAR7zdh/view?usp=sharing](https://drive.google.com/file/d/17pSzmATCpZmd_KM2P0dle_UrmrAR7zdh/view?usp=sharing)

### Lesson Delivery (What do we want you to learn?):

**Students will watch a video over Graphing Proportional Relationships inside a FlipGrid. They will complete the FlipGrid by answering the following:**



*For a relationship to be proportional, what are the 3 characteristics it must have? Google a picture of a proportional relationship, insert your picture, and then record what the 3 characteristics are!*



### Engage and Practice (What do we want you to do?):

**Students will identify proportional relationships** (*goes through the origin, straight line, has constant of proportionality*) **on a graph, identify the constant of proportionality, and create a table. They will also interpret proportional relationships.**

#### Tasks:

1. Start in the APPROACHES CATEGORY. (  )
2. You must complete activity 1 and 3 activities in this category.
3. Once you finish all 3, check your answers with the KEYS
4. Then you will complete CHECK IN #1 (QUIZZZ). You must make a 70 or higher on the check in before moving on to the meets category.
5. You will screenshot and submit your evidence of learning inside the Google Slides (slide 10) located in Google Classroom.
6. Then move to the MEETS CATEGORY (  )
7. Choose one (or more) of the following activities from this category
8. Once you finish, check your answers with the KEYS
9. Then you will complete CHECK IN #2 (GOOGLE FORM). You only get one attempt on this Form. (*grade*)

### Create and Submit (What do we want you to turn in?):


**Make sure the following evidence of learning are included in your Google Slides (located in Google Classroom) and/or completed:**

- Check in #1 (Quizizz screenshot in Google Slides; slide 10)
- Check in #2 (Google Form; *grade*)
- Picture of your Thinking Map describing the characteristics of a proportional relationship and a non-proportional relationship. (Upload in Google Slides; slide 16; extension; optional)

### Optional Extension Opportunity (What do we want you to do if you want to extend your learning?):

**Students explore connections among different representations of proportional relationships, with a glimpse at non-proportional relationships.**

#### Tasks:

1. Move to the MASTERS CATEGORY (  )
2. Choose one (or more) of the following extension activities from this category.
3. When you are finished, complete a Thinking Map of your choice (make sure to include a frame) describing the characteristics of a proportional relationship and a non-proportional relationship.
  - a. Frame includes the "So what" and "So why"
4. Submit your evidence of learning inside the Google Slides (slide 16) located in Google Classroom.