

**English Language Arts
(ELA)
NYSAA Frameworks**

Grade 7

2014–15

New York State Alternate Assessment

CCLS and Essence(s)**ELA – Grade 7****CCLS Strand:** Reading Standards for Literature**CCLS Sub-Strand:** Integration of Knowledge and Ideas**CCLS Page(s):** 47

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
RL.7.9	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Use compare and contrast to demonstrate an understanding of how authors of fiction use or alter history in terms of time, place, or character.

**Extensions and
Assessment Tasks**

**ELA – Grade 7
RL.7.9**

**Extension
1**

Extensions		
Less Complex	◀ ▶	More Complex
<p>Recognize time, place, and/or character in a fictional portrayal that is set in a true historical period. (71311)</p>	<p>Compare a fictional portrayal of a time, place, and/or character to a true historical account of the same period. (71321)</p>	<p>Compare and contrast a fictional portrayal of a time, place, and/or character with a true historical account of the same period. (71331)</p>
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize time, place, and/or character in a fictional portrayal that is based on a true historical account of the same period (e.g., given the text <i>Squanto, The First Thanksgiving</i>, the student will recognize that it is set in the past vs. the present). (AT71311A) The student will indicate a character in a fictional portrayal of a historical period (e.g., the student recognizes a character from a story read or read aloud, from a selection of story characters from that historical period; the student recognizes a picture of Charles Lindbergh, from story images representing the first transatlantic airplane trip; the student indicates a character from Charles Dickens’s <i>A Christmas Carol</i> from a set of choices depicting 19th century London). (AT71311B) The student will indicate a time in a fictional portrayal of a historical period (e.g., given an excerpt from Stephen Crane’s <i>The Red Badge of Courage</i> the student recognizes that it is set during the time of the American Civil War; from a set of images representing various time periods, the student indicates a time period as past or present). (AT71311C) The student will indicate a place in a fictional portrayal of a historical period (e.g., given an excerpt from Laura Ingalls Wilder’s <i>Little House on the Prairie</i>, the student recognizes that the story is set in the Midwest or Kansas, from a set of choices). (AT71311D) 	<ul style="list-style-type: none"> The student will compare a fictional portrayal of a time, place, and/or character to a true historical account of the same period. (AT71321A) The student will indicate a similarity between a fictional character and the real person (e.g., the student indicates a similarity between Injun Joe as described in <i>The Adventures of Tom Sawyer</i> by Mark Twain, and a historical account of Native Americans; the student compares his or her teacher to Anne Sullivan in <i>The Story of Helen Keller</i>). (AT71321B) The student will indicate a similarity between a fictional place and a real place in history (e.g., the student indicates a similarity between the setting of Robert Frost’s “The Road Not Taken” and an informational piece about a New England forest). (AT71321C) 	<ul style="list-style-type: none"> The student will compare and contrast a fictional portrayal of time, place, and/or character with a true historical account of the same period (e.g., the student compares and contrasts the characters from <i>Apollo 13</i> the movie, with the actual Apollo 13 astronauts). (AT71331A) The student will compare and contrast a fictional portrayal of a character with a true historical account (e.g., the student compares and contrasts Injun Joe as described in <i>The Adventures of Tom Sawyer</i> by Mark Twain and an informational account of Native Americans, using a Venn diagram; the student compares and contrasts Jackie Robinson’s career with a baseball player of today). (AT71331B) The student will compare and contrast a fictional portrayal of a place with a true historical account (e.g., the student compares and contrasts to find a similarity and a difference between a fictional portrayal of rural England from Susan Cooper’s <i>The Dark is Rising</i> to a historical account of rural England from the same period using a Venn diagram) (AT71331C)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used to assess students with severe disabilities on the NYSAA. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

RL.7.9

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Attend to or read texts about historical figures and their work
- Recognize different work characteristics of various eras and environments

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Identify differences between fictional and historical texts across a variety of settings (comparing a fictional movie seen at home with a historical text read at school)
- Compare the home environments of various cultures

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- **Interpersonal Skills:** Provide examples of appropriate and non-appropriate behavior in group activities
- **Personal Qualities:** Display skills needed to resolve conflicts and understand individual differences
- **Reading:** Compare/contrast fictional and historical portrayals
- **Technology:** Use technology to explore the evolution of jobs and tools over time (typewriters transitioned to word processors, which transitioned to computers and now tablets)

CCLS and Essence(s)		ELA – Grade 7
CCLS Strand: Reading Standards for Informational Text		
CCLS Sub-Strands: Key Ideas and Details & Integration of Knowledge and Ideas		CCLS Page(s): 50
CCLS Code	Grade-Specific Standards	Essence(s) of Standards
RI.7.1	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Recognize the argument and specific claims in a text, and cite relevant textual evidence to support the explicit or inferred claims in a text.
RI.7.8	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	

Extensions and Assessment Tasks		ELA – Grade 7 RI.7.1 & RI.7.8		Extension 2	
Extensions					
Less Complex		▶ ▶ ▶ ▶ ▶ ▶		More Complex	
Recognize text that contains an argument and/or a claim. (72411)	Identify relevant textual evidence to support an argument and/or a claim in text. (72421)			Evaluate textual evidence to determine whether sufficient and relevant information is present to make a decision or take action. (72431)	
Assessment Tasks					
<ul style="list-style-type: none"> The student will recognize text that contains an argument and/or a claim (e.g., the student selects an argument about which music to play or which game/sport to play, from a choice of pictures, statements, or phrases). (AT72411A) The student will recognize text that contains an argument (e.g., given a text, the student recognizes an argument for longer school days, more lunch choices, wearing hats in school, etc.). (AT72411B) The student will recognize text that contains a claim (e.g., given a text, the student recognizes a claim, eating healthful foods will help you grow strong; reasons to use sunscreen to prevent skin cancer; driving the speed limit saves fuel; daily exercise leads to a longer life; using coupons helps you save money). (AT72411C) 	<ul style="list-style-type: none"> The student will identify relevant textual evidence to support an argument and/or a claim in text (e.g., after making the claim “He did well on his work,” student identifies the relevant supporting evidence [“nice job” sticker on work]). (AT72421A) The student will indicate two or more pieces of relevant evidence to support an argument or a claim in text (e.g., given an argument or a claim, the student selects two or more pieces of relevant information from a text [paragraph, list, etc.], that includes both relevant and non-relevant information; given the claim “coupons save money”, the student indicates relevant supporting evidence by selecting two coupons that show how much will be saved on two different items). (AT72421B) 			<ul style="list-style-type: none"> The student will determine if there is enough information to make a decision or take action based on text (e.g. given a statement “the sun is out”, the student determines if there is enough information to decide whether he or she should wear a coat to school). (AT72431A) The student will determine which text contains sufficient and relevant information to make a decision, or take action, when given two or more pieces of text (e.g., given the statements “cloudy” and “cloudy with a 90% chance of rain” the student determines which provides enough information to decide whether to wear rain boots; given the statements “Buy Soap X” and “Buy Soap X because it gets clothes cleaner and is safe for the environment,” the student determines which provides information to help a consumer make a decision). (AT72431B) 	

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

RI.7.1 and RI.7.8

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use text (words, pictures, symbols, sentences) to evaluate information needed to take action or make decisions
- Name specific jobs and the qualifications needed for each

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Identify specific claims in a text across a variety of settings (grocery store, products at home)
- Prepare a report in support of a claim, following a community event (town toy drive is the largest in the state)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Work in a group, use claims and arguments to support a position, change a process or procedure
- Thinking Skills: Evaluate claims and cite facts from a text to support a claim
- Technology: Use appropriate technology to create a presentation to support a claim

CCLS and Essence(s)**ELA – Grade 7****CCLS Strand:** Writing**CCLS Sub-Strand:** Production and Distribution of Writing**CCLS Page(s):** 56

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
W.7.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <ul style="list-style-type: none"> a. Produce text (print or non-print) that explores a variety of cultures and perspectives. 	Produce writing (print or non-print) that explores a variety of cultures and points of view in which the development, organization, and style are appropriate to the task, purpose, or audience. Writing types should include argumentative, expository, and narrative.

Extensions and Assessment Tasks	ELA – Grade 7 W.7.4	Extension 3
Extensions		
Less Complex ◀ ◀ ◀ ▶ ▶ ▶ More Complex		
Recognize a personal point of view about text. (73211)	Produce argumentative, expository, or narrative writing that includes a point of view. (73221)	Produce writing that presents a variety of cultures and points of view. (73231)
Assessment Tasks		
<ul style="list-style-type: none"> The student will recognize his or her personal point of view about a text (e.g., the student writes a simple book review expressing a personal point of view about text read/read aloud; the student selects the symbol that represents his point of view about the text read aloud ["I liked the book," "it was funny," "it was sad," etc.]). (AT73211A) The student will recognize the point of view of another person about a text (e.g., given three statements to choose from, the student recognizes which point of view is from another person, the student surveys a classmate on their point of view about a text [Jose thought the book was scary]). (AT73211B) The student will recognize the point of view of the producer of a text (e.g., given an argumentative text or text making a claim, the student recognizes the point of view of the producer of the text; the student chooses a first person statement from a set of choices; the student identifies the producer's opinion or argument). (AT73211C) 	<ul style="list-style-type: none"> The student will produce argumentative, informational/explanatory, or narrative writing, that includes a point of view (e.g., the student produces an advertisement with a point of view using picture cards or symbols; the student writes a movie review that includes a point of view; the student explains why the class should have Fun Friday including a point of view). (AT73221A) The student will produce argumentative writing that includes a point of view (e.g., the student produces writing that advocates for a longer lunch period [words, pictures, symbols etc.]). (AT73221B) The student will produce narrative writing that includes a point of view (e.g., the student produces a story in first-person point of view using pictures, symbols, words, phrases). (AT73221C) 	<ul style="list-style-type: none"> The student will produce writing that includes information about two or more cultures and their points of view (e.g., the student produces a journal with descriptions of various cultural experiences and points of view; the student uses photographs to complete a graphic organizer comparing cultures and points of view). (AT73231A) The student will survey individuals from two or more cultures to determine their points of view on a topic and will produce a summary of the points of view (e.g., the student surveys classmates/staff from different cultures, asking them, "Does your culture celebrate Halloween?" and provides a summary of the results). (AT73231B)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

W.7.4

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Explore personal interests and abilities of jobs and careers in various cultures (teachers in the United States versus teachers in another country)
- Gather information about options for secondary school opportunities

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings.

For example:

- Create text to share information about various cultures
- Recognize the points of view of others

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Personal Qualities: Interact with others in groups, listen to others' points of view, respect other opinions
- Interpersonal Skills: Express an individual point of view to others in a group
- Writing: Produce clear and coherent writing
- Technology: Use technology to create writing appropriate to a given audience and then revise it for another audience

CCLS and Essence(s)**ELA – Grade 7****CCLS Strand:** Speaking and Listening**CCLS Sub-Strand:** Comprehension and Collaboration**CCLS Page(s):** 62

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
SL.7.2	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. <ul style="list-style-type: none"> a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively 	Analyze the main idea and supporting details in diverse media and formats.

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

SL.7.2

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language to convey the main idea and supporting ideas related to personal likes and dislikes
- Express preferences and choices

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Identify the main idea and supporting details across a variety of media (print advertisement, television, job description)
- Make the appropriate choice of media to obtain needed information (magazine, radio)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Work with other students on a group project to analyze the content of print advertisements
- Speaking/Listening: Understand and explain the main idea presented in various media formats
- Managing Information: Use information to explain or support the main idea

CCLS and Essence(s)**ELA – Grade 7****CCLS Strand:** Language**CCLS Sub-Strand:** Vocabulary Acquisition and Use**CCLS Page(s):** 67

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
L.7.5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). 	Develop an understanding of how words and phrases are used and their inferred meanings in context (e.g., figures of speech, idioms, synonyms, antonyms, analogies).

Extensions and Assessment Tasks		ELA – Grade 7 L.7.5	Extension 5
Extensions			
Less Complex	◀ ◀ ◀ ▶ ▶ ▶		More Complex
<p>Recognize a synonym and/or an antonym of a word and/or a phrase. (75311)</p>	<p>Identify the inferred meaning of a word and/or a phrase in context. (75321)</p>	<p>Interpret a word and/or a phrase containing figurative speech, an idiom, or an analogy. (75331)</p>	
Assessment Tasks			
<ul style="list-style-type: none"> • The student will recognize a synonym and/or an antonym of a word and/or a phrase. (AT75311A) • The student will recognize a synonym of a word or a phrase, using an object, picture, symbol, or word (e.g., given the word “cup,” the student selects a glass from two options to identify the synonym “glass”). (AT75311B) • The student will recognize an antonym of a word or a phrase, using an object, picture, symbol or word (e.g., shown a glass full of water and given the word “full”, the student selects an empty glass to represent the antonym “empty” from a set of choices; open/close; in/out; top/bottom). (AT75311C) 	<ul style="list-style-type: none"> • The student will identify the inferred meaning of a word and/or a phrase in context. (AT75321A) • The student will identify the inferred meaning of a given word in context (e.g., using the context of a given statement, the student will determine the inferred meaning of a highlighted word; the word “trip” or “spring” can have different meanings in different contexts, and the word “scream” can be used in anger or fear depending on the context). (AT75321B) • The student will identify the inferred meaning of a given phrase in context (e.g., using the context of the text, the student identifies the meaning of “getting a lecture” by selecting between “being scolded for poor behavior” and “listening to a lecture”). (AT75321C) 	<ul style="list-style-type: none"> • The student will interpret a word and/or a phrase containing figurative speech, an idiom, or an analogy (e.g., the student identifies the meaning of the figurative phrase “hungry as a bear,” given choices of words or pictures). (AT75331A) • The student will explain the meaning of figurative speech, an idiom, or an analogy (e.g., “I have a lot on my plate” could be restated as, “I am very busy”). (AT75331B) • The student will draw or choose a visual representation that illustrates the literal and figurative meaning of figurative speech or an idiom (e.g., given the sentence, “He feels blue.” the student matches a picture of a boy who is the color blue [literal] to a boy who appears sad [figurative]). (AT75331C) • The student will complete an analogy, using an object, picture, symbol, and/or word (e.g., the student uses an object, picture, word, etc. to complete the analogy, “An airplane travels in the sky. A boat travels on the ____”). (AT75331D) 	

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

L.7.5

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use language (words, pictures, symbols, sentences) to express specific post-school training and/or employment interests
- Name specific tools and describe how they are used for different jobs
- Use vocabulary to explore personal interests and options for post-school opportunities
- Identify characteristics of career options by interpreting information presented

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Demonstrate an understanding of figurative language across a variety of settings (school clubs, community recreation environments, community service opportunities)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Interact with others in groups, determine the meanings of others' words
- Language: Recognize inferred meanings of symbols, words or pictures in varied contexts

**Mathematics
NYSAA Frameworks**

Grade 7

2014–15

New York State Alternate Assessment

CCLS and Essence(s)		Mathematics – Grade 7
CCLS Domain: Geometry		CCLS Page(s): 43
CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
7.G	<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <ol style="list-style-type: none"> 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. 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. 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. 	Understand the characteristics of geometric figures and the relationships between them.

Extensions and Assessment Tasks		Mathematics – Grade 7 7.G		Extension 1		
Extensions						
Less Complex		◀ ◀ ◀ ▶ ▶ ▶			More Complex	
<p>Produce a geometric shape, based on a given condition. (70511)</p>	<p>Identify and/or describe a relationship between closed geometric figures. (70521)</p>	<p>Identify a two-dimensional figure that results from slicing a three-dimensional figure. (70531)</p>				
Assessment Tasks						
<ul style="list-style-type: none"> • The student will produce a geometric shape based on a given condition (e.g., given directions to produce a geometric shape with no straight sides, the student selects a foam cut out of a circle from a set of shape choices). (AT70511A) • The student will use a ruler to draw a geometric shape with given dimensions (e.g., the student draws a triangle with side lengths of 3, 4, and 5 inches). (AT70511B) • The student will use a protractor to draw a geometric shape with a given angle measurement (e.g., the student draws a shape that has a right angle). (AT70511C) 	<ul style="list-style-type: none"> • The student will identify and/or describe a relationship between two or more closed geometric figures (e.g., given a pair of shapes, the student selects the statement that describes the relationship between the shapes [both have four sides]). (AT70521A) • The student will identify a relationship between two or more closed geometric figures (e.g., given a set of shapes, the student identifies which two shapes are congruent; given an octagon the student identifies a survival sign that has a congruent shape [a stop sign]; rectangle, exit sign). (AT70521B) • The student will describe a relationship between two or more closed geometric figures (e.g., when asked “How are all triangles alike?” the student responds “They have three angles/sides”; “What is true about the sum of all the angles in all quadrilaterals?” [response: they always equal 360 degrees]). (AT70521C) 	<ul style="list-style-type: none"> • The student will identify a two-dimensional figure that results from slicing a three-dimensional figure (e.g., the student identifies which shape can be sliced from a given cylinder from the choices circle, triangle, and square; given a pyramid and the choice between a square, circle, and triangle, the student identifies which shape can be sliced from the pyramid). (AT70531) 				

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

7.G

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the role and uses of geometry when researching careers

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use knowledge of geometric shapes to identify and follow survival signs (exit signs, stop signs, railroad crossing signs, etc.)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- **Math:** Understand and use concepts of geometry (design a structure, design furniture placement)
- **Thinking Skills:** Understand and use scale drawings to complete a task (draw a map)
- **Managing Information:** Use information to complete a task (assemble pizza boxes, stocking shelves)

CCLS and Essence(s)**Mathematics – Grade 7**

CCLS Domain: Ratios and Proportional Relationships

CCLS Page(s): 41

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
7.RP	<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <ol style="list-style-type: none"> 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i> 2. Recognize and represent proportional relationships between quantities. <ol style="list-style-type: none"> a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. 3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. 	<p>Use ratios to understand proportionality to solve mathematical problems with real-world applications.</p> <p>Understand both rates and ratios.</p> <p>Know what a proportion is and how to solve it.</p>

Extensions and Assessment Tasks		Mathematics – Grade 7 7.RP	Extension 2
Extensions			
Less Complex ◀.....◀.....◀.....▶.....▶.....▶		More Complex	
Identify proportionality in terms of a unit rate (miles per hour, dollars per hour, etc.) in a real-world situation. <i>(For example, a car is traveling 60 miles per hour. What is the unit rate?)</i> (70611)	Use unit rate in a real-world situation to make a comparison. <i>(For example, a car is traveling 50 miles per hour, a second car is traveling 60 miles per hour. Which car travels farther in an hour?)</i> (70621)	Solve a problem involving a proportional relationship. <i>(For example, a game costs \$20 and there is an additional 10 percent tax. What does the game cost, including tax?)</i> (70631)	
Assessment Tasks			
<ul style="list-style-type: none"> The student will identify proportionality in terms of a unit rate in a real-world situation (e.g., the student identifies a unit rate such as \$.99 per pound vs. an item that costs \$1.29 from a store ad). (AT70611A) The student will identify the unit rate in a given statement (e.g., given the statement “For a train traveling 100 kilometers per hour, what is the unit rate?” the student selects from set of choices [km/h, 100, oz/gal]). (AT70611B) 	<ul style="list-style-type: none"> The student will use a unit rate in a real-world situation to make a comparison (e.g., you can buy 3 bottles of juice for \$12 or 4 bottles of milk for \$12. Which option will give you more for \$12?). (AT70621A) The student will use a unit rate to compare prices of objects (e.g., green grapes are \$2 per pound and red grapes are \$6 for 5 pounds. Which grapes are less expensive?). (AT70621B) 	<ul style="list-style-type: none"> The student will solve a problem involving a proportional relationship (e.g., which mode of transportation is cheaper, the bus or a taxi?; what is the better buy, a single apple or a 5 pound bag of apples?). (AT70631A) The student will calculate the cost of an item, marked down, marked up or with tax (e.g., if a meal costs \$25 plus a 20% tip, what is the total cost?). (AT70631B) The student will determine the unit rate, given a fraction, proportion, or ratio (e.g., if you can buy 3 boxes of crackers for \$12, how much does each box cost?). (AT70631C) 	

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

7.RP

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the relationship between hours worked and wages earned

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned skills across a variety of settings to compare a taxi ride to a bus ride
- Use proportion to solve problems of unit rates and/or taxes
- Use proportion to make decisions about bulk purchases

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Math: Understand concepts of proportionality (recipes, computing rates of pay)
- Thinking Skills: Use knowledge of proportional relationships to solve a problem (determine the cost of an item after tax)

CCLS and Essence(s)**Mathematics – Grade 7**

CCLS Domain: The Number System

CCLS Page(s): 41

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
7.NS	<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <ol style="list-style-type: none"> 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. <ol style="list-style-type: none"> a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as 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 principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers. 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. <ol style="list-style-type: none"> a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of 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. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. 3. Solve real-world and mathematical problems involving the four operations with rational numbers.¹ <p>¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</p>	<p>Apply understanding of performing mathematical operations on non-integer rational numbers including fractions, decimals, and percentages.</p>

Extensions and Assessment Tasks		Mathematics – Grade 7		7.NS		Extension 3	
Extensions							
Less Complex			◀ ▶		More Complex		
<p>Add and/or subtract fraction to fraction, decimal to decimal, or percentage to percentage. <i>(For example, a fraction to/from a fraction, a decimal to/from a decimal and a percentage to/from a percentage.)</i> (70711)</p>			<p>Add and/or subtract between a fraction, decimal, and/or percentage. <i>(For example, fraction to decimal, percentage to fraction, decimal to percentage.)</i> (70721)</p>		<p>Multiply and/or divide between a fraction, decimal, and/or percentage. <i>(For example, fraction to decimal, percentage to fraction, decimal to percentage.)</i> (70731)</p>		
Assessment Tasks							
<ul style="list-style-type: none"> The student will add and/or subtract fraction to fraction, decimal to decimal, or percentage to percentage (e.g., the student moves a marker to demonstrate adding $\frac{3}{4}$ and $\frac{1}{4}$ using a number line; given a shape marked as $\frac{1}{4}$ the student identifies which fractional part needs to be added to make a whole [$\frac{3}{4}, \frac{1}{4}, 4$]). (AT70711A) The student will add fraction to fraction, decimal to decimal, or percentage to percentage (e.g., using a number line, the student adds a decimal to a decimal; using a hundreds grid, the student adds a percentage to a percentage). (AT70711B) The student will subtract a fraction from a fraction, a decimal from a decimal, or a percentage from a percentage (e.g., the student subtracts a fraction from a fraction using fraction bars). (AT70711C) 			<ul style="list-style-type: none"> The student will add and/or subtract between a fraction, decimal, and/or percentage (e.g., the student adds $.25 + \frac{1}{2}$). (AT70721A) The student will add between a fraction, decimal, and/or percentage (e.g., the student adds: $\frac{1}{2} + .75$). (AT70721B) The student will subtract between a fraction, decimal, and/or percentage (e.g., the student subtracts: $.66 - \frac{1}{3}$). (AT70721C) 		<ul style="list-style-type: none"> The student will multiply and/or divide between a fraction, decimal, and/or percentage (e.g., given a recipe with fractions, the student determines how much of each ingredient is needed to double the recipe; what is $20\% \times 0.4$?). (AT70731A) The student will multiply between a fraction, decimal, and/or percentage (e.g., the student solves: $90\% \times \frac{3}{4}$; how much would an item cost if it was discounted 50% or was half off?). (AT70731B) The student will divide between a fraction, decimal, and/or percentage (e.g., the student solves: $\frac{1}{2} \div .25$). (AT70731C) 		

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

7.NS

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand percentages (deductions on a paycheck stub)

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Apply knowledge of fractions (cooking)
- Apply math skills (balance a checkbook, track expenses)
- Calculate the cost of sale items, based on sale/discount percentages

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Math: Understand and use addition, subtraction, multiplication, and division to solve mathematical problems
- Thinking Skills: Develop a personal budget

CCLS and Essence(s)**Mathematics – Grade 7**

CCLS Domain: Expressions and Equations

CCLS Page(s): 42

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
7.EE	<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10 % raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p> <p>4. 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.</p> <p>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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>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. <i>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.</i></p>	Use numerical and algebraic expressions and equations to find solutions to mathematical problems.

Extensions and Assessment Tasks	Mathematics – Grade 7 7.EE	Extension 4
--	---	------------------------------

Extensions		
Less Complex	◀ ▶	More Complex
Identify a numeric expression and/or equation. (70811)	Generate an algebraic expression and/or an equation that includes a variable. (70821)	Solve an algebraic equation that includes a variable. (70831)

Assessment Tasks		
<ul style="list-style-type: none"> • The student will identify a numeric expression and/or equation. (AT70811A) • The student will identify a numeric equation (e.g., given the problem, “Martin has 6 pens, and then he gives 4 pens away,” the student identifies the equation that represents the situation: $6 - 4 = 2$, $4 - 6 = -2$, $2 + 6 = 4$). (AT70811B) • The student will identify a numeric expression (e.g., given a set including an expression and a pattern, the student identifies a numeric expression [$7 + 1$, ■▲■▲, 121212]). (AT70811C) 	<ul style="list-style-type: none"> • The student will generate an algebraic expression and/or an equation that includes a variable. (AT70821A) • The student will generate an expression that includes a variable (e.g., the student translates the statement, “Randy purchased three items. He gave the clerk a \$10 bill.” to the equation “$10 - (3a)$”; “Three equal piles of magazines and 4 equal piles of books” translates to the equation “$3m + 4b$”. Note: The student must show/select the algebraic expressions [which must be horizontal and does not include an = sign] and does not need to solve it). (AT70821B) • The student will generate an equation that includes a variable (e.g., the teacher writes “Ten plus four equals n,” and presents the choices: $1 + 10 = n$, $10 + 4 = n$, and $10 + 44 = n$; the sentence [stated verbally/signed/written] “Twenty-five minus n equals twenty”—translates to $25 - n = 20$; the word problem [stated verbally/signed/written] “Mary saved \$12. How much more money does she need in order to purchase a book that costs \$16?” [choices presented: $16 - 12 = x$, $x = \\$4$ or $12 + 16 = x$, $x = \\$28$]. Note: The student must show/select the algebraic sentences in a horizontal format). (AT70821C) 	<ul style="list-style-type: none"> • The student will solve an algebraic equation that includes a variable (e.g., solve the equation $x - 7 = 12$, $16 - 12 = r$ or $10/n = 2$). (AT70831A) • The student will solve an algebraic equation that includes a variable when presented in a word problem (e.g., Mark earned \$70 at work. If he earns \$10 each hour, how many hours (h) did Mark work? student response: $70=10h$, $h=7$). (AT70831B)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

7.EE

Career Development: Knowledge about the world of work, career options, personal skills, and their abilities relating to future career decisions. For example:

- Understand the relationship between the changing nature of various work areas and respective educational requirements

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use expressions/equations to solve problems (use a numeric expression/equation to determine how much money is needed when purchasing more than one item)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- **Thinking Skills:** Translate oral and/or written problems into numerical expressions or equations and then solve
- **Technology:** Understand the proper use of technology, such as calculators, when solving problems
- **Managing Information:** Use information that includes unknowns/variables when communicating or making decisions

CCLS and Essence(s)**Mathematics – Grade 7**

CCLS Domain: Statistics and Probability

CCLS Page(s): 43

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
7.SP	<p>Investigate chance processes and develop, use, and evaluate probability models.</p> <p>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 $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>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. <i>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.</i></p> <p>7. 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.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>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.</i></p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>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.</p> <p>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.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>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?</i></p>	<p>Determine the probability of the occurrence of an event.</p> <p>Understand the concept of probability.</p>

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

7.SP

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the probability of a student's personal interests and skills/abilities aligning with career requirements
- Understand the relationship between personal choices and future career decisions (being on time for jobs, interviews, following directions, etc.)

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned statistical skills to understand a budget, work documents, job descriptions, etc.
- Use learned probability skills to make decisions about occupational issues (appropriate work dress, behaviors, language, etc.)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- **Math:** Understand concepts of statistics and probability (most popular lunch choice; favorite sport, worker productivity)
- **Managing Information:** Use information from a graph to make decisions (compare the skills needed for a specific job with his or her interests and abilities; use information to make a weather prediction)
- **Thinking Skills:** Select and use appropriate statistical methods/technology to complete a task
- **Managing Resources:** Apply information from various sources to track progress toward a goal (occupational and personal goals)
- **Managing Resources:** Make a chart to track earnings