



UNIT 1

Unit Title: Two Dimensional Geometry (Shapes & Designs)

Unit Description: In this unit students' will develop the ability to recognize, display, analyze, measure, and reason about the shapes and visual patterns that are important features of our world. It builds on students' elementary school exposure to simple shapes, as they begin analyzing the properties that make certain shapes unique. The Unit focuses on polygons and on the edge and angle relationships of regular and irregular polygons (circles and other curves are explored in later units). A central theme is designing shapes under constraints. As students learn important criteria that determine shape, they apply these understandings to draw figures.

LEARNING GOALS

Enduring Understanding(s):

- Analyzing geometric relationships develops reasoning and justification skills
- Geometric properties can be used to construct geometric figures

Essential Question(s):

- How do the measures of angles in a polygon determine its possible shapes and use?
- How do the lengths of edges in a polygon determine its possible shapes and uses?
- How are geometric shapes and objects classified?

Content and Skills:

- Polygons
- Angle Relationships

Standards Addressed:

7.EE.A.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.

7.EE.B.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.

7.G.A.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.B.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

Unit Title: Integers and Rational Numbers (Accentuate the Negative)

Unit Description: In this unit, students will extend their knowledge of the number system to include the rational numbers (positive and negative integers, fractions and decimals). They will locate and compare the values of rational numbers using the number line. Student will also develop and use algorithms for adding, subtracting, multiplying and dividing rational numbers. Finally, through the investigations, students will solve problems involving rational numbers.

LEARNING GOALS

Enduring Understanding(s):

- Rational numbers can be compared, ordered, and located on a number line. They can also be used to indicate a distance or difference between points on a number line.
- Number lines are useful models for solving problems with rational numbers.
- Mathematical sentences, with or without variables, can model real-world problems. Sometimes rewriting a problem using a different operation can be helpful in finding the solution.
- Properties of operations extend to all rational numbers and understanding these properties is helpful in solving problems.
- Models facilitate understanding the meaning of addition, subtraction, multiplication, and division of positive and negative numbers and improve understanding of the standard algorithms for these operations

Essential Question(s):

- How are positive and negative numbers related?
- How can I use what I already know about adding and subtracting positive numbers to add and subtract with negative numbers?
- How is it possible to add two quantities and get a sum that is less than what you started with?
- How can I use what I already know about multiplying and dividing positive numbers to multiply and divide with negative numbers?

Content and Skills:

- Number line
- Operations with Rational Numbers
- Commutative Property
- Distributive Property

Standards Addressed:

7.NS.A.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. *Investigations 1, 2, and 4*

7.NS.A.1a Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. *Investigations 1 and 2*

7.NS.A.1b Understand $p+q$ as a number located a distance $|q|$ from p , in a positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of zero. Interpret sums of rational numbers by describing real-world contexts. *Investigations 1 and 2*

7.NS.A.1c Understand subtraction of rational numbers as adding the 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. *Investigations 1 and 2*

7.NS.A.1d Apply properties of operations as strategies to add or subtract rational numbers. *Investigations 2 and 4*

7.NS.A.2 Apply and extend previous understandings of multiplication and division of fractions to divide rational numbers. *Investigations 3 and 4*

7.NS.A.2a 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. *Investigations 3 and 4*

7.NS.A.2b Understand that integers can be divided provided that the divisor is not zero, and every quotient of integers (with nonzero 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. *Investigation 3*

7.NS.A.2c Apply properties of operations as strategies to multiply and divide rational numbers. *Investigations 3 and 4*

7.NS.A.2d 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. *Investigations 3 and 4*

7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Investigations 1, 2, 3, and 4

7.EE.B.3 Solve multistep 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. *Investigations 2, 3, and 4*

7.EE.B.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. *Investigation 1*

7.EE.B.4b 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. *Investigation 1*

UNIT 3

Unit Title: Understanding Similarity (Stretching and Shrinking)

Unit Description: In this unit, students will explore the ideas of enlargement, scale factors, area growth, indirect measurement, and other similarity related concepts. Knowledge of similarity is important to the development of students' understanding of the geometry in their environment. The Problems in this Unit are designed to help students begin to accumulate the knowledge and experiences necessary to make these kinds of distinctions and to reason about scaling in geometry situations.

LEARNING GOALS

Enduring Understanding(s):

- Similar figures have congruent corresponding angles and corresponding side lengths are in a proportional relationship.

Essential Question(s):

- How can I use the properties of similarity to find distances and heights that cannot be measured directly?
- How will stretching or shrinking a figure affect side lengths, angle measures, perimeters, and areas?
- How do I know when to use my knowledge of similarity to solve real-world problems?

Content and Skills:

- Properties of similar figures
- Scale factor

Standards Addressed:

7.RP.A.2 Recognize and represent proportional relationships between quantities. *Investigations 1, 2, 3, and 4*

7.RP.A.2a 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. *Investigations 2, 3, and 4*

7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. *Investigations 1, 2, 3, and 4*

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. *Investigation 4*

7.EE.B.3 Solve multistep 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. *Investigation 4*

7.EE.B.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. *Investigation 4*

Note: During this Investigation, students use variables to represent quantities and reason about unknown amounts. They are not directly asked to construct simple equations and inequalities in this Unit.

7.G.A.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. *Investigations 1, 2, 3, and 4*

7.G.A.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. *Investigations 1 and 3*

7.G.B.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. *Investigations 1, 2, 3, and 4*

Note: The development in this Unit is primarily with two-dimensional objects. Three-dimensional objects are further developed in *Filling and Wrapping*.

Essential for 7.EE.B.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. *Investigations 2, 3, and 4*

UNIT 4

Unit Title: Ratios, Rates, Percents & Proportions (Comparing & Scaling)

Unit Description: Many quantitative problems can be solved simply by counting members of a set or by measuring segments, areas, volumes, angles, masses, or temperatures. It is often necessary to make decisions that involve comparisons of counts or measurements, however. The basic step in this way of thinking is developed in elementary grades. During these years, such comparisons are often made by deciding which number is greatest. More useful reasoning often requires more careful comparison—explaining how much greater one number is than another, not in an absolute sense, but in a relative sense.

LEARNING GOALS

Enduring Understanding(s):

- Proportional relationships express how quantities change in relationship to each other.
- A ratio or a rate expresses the relationship between two quantities
- Unit rate takes the ratio of two items being compared and gives the equivalent amount for one unit
- A proportion is a relationship of equality between two ratios
- Ratios are linear relationships among two quantities
- Percents are ratios out of 100.

Essential Question(s):

- How can I model unit rate and proportional relationships?
- How can I use what I already know about percentages and proportions to model real world situations.
- How can I use algebra to find the solution to proportional situations?
- What is the relationship between ratios, rates, and percents?
- When is it useful to be able to relate one quantity to another?

Content and Skills:

- Ways of Comparing: Ratios and Proportions
- Comparing and Scaling Rates
- Markups, Markdowns, and Measures: Using Ratios, Percents, and Proportions

Standards Addressed:

7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *Investigations 2 and 3*

7.RP.A.2 Recognize and represent proportional relationships between quantities. *Investigations 1, 2, and 3*

7.RP.A.2a 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. *Investigations 1, 2, and 3*

7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. *Investigations 2 and 3*

7.RP.A.2c Represent proportional relationships by equations. *Investigations 1, 2, and 3*

7.RP.A.2d 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. *Investigations 2 and 3*

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. *Investigations 1, 2, and 3*

7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers. *Investigation 3*

7.EE.B.3 Solve multistep 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. *Investigation 3*

7.EE.B.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. *Investigations 1, 2, and 3*

7.EE.B.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. *Investigations 2 and 3*

UNIT 5**Unit Title: Probability & Expected Value (What Do You Expect?)**

Unit Description: This is the only Unit in the *Connected Mathematics* curriculum that develops students' abilities to understand and reason about probability. Students will gain an understanding of experimental and theoretical probabilities and the relationship between them. The Unit also makes important connections between probability and rational numbers, geometry, statistics, science, and business. Questions about how likely an event is are asked every day. Such questions can be answered by exploring the probability of an event happening. The answers to questions about probability are informative and important to many people. This Unit explores different types of probability questions in contexts that are interesting to students, such as games, advertising, contests, and sports. Through their work in this Unit, students will deepen and expand their understanding of basic probability concepts. Working with probabilities requires students to have a solid understanding of fractions and ratio. *What Do You Expect?* builds on the work students have done in Grade 6 with fractions and ratios.

LEARNING GOALS**Enduring Understanding(s):**

- Probability gives a quantitative description of the likelihood of an event.
- Probability ranges from 0 to 1.
- If the probability is known, I can predict with relative accuracy the number of times an event will occur.
- Probability suggests an event will occur x number of times, it doesn't mean it will unfold in real life that way.

Essential Question(s):

- Does the outcome of one event have an impact on the outcome of subsequent events?
- How do you describe the probability of events?
- Why do the results of experiments sometimes differ from the theoretical probability?
- How can I use probability to help me predict what can happen in real life?
- How can predictions be made based on data?

- Compound probability is the probability of numerous events.

Content and Skills:

- Experimental and Theoretical Probability
- Compound Events using area model
- Binomial Outcomes
- A first look at “chance”

Standards Addressed:

7.RP.A.2 Recognize and represent proportional relationships between quantities. *Investigations 1, 2, 3, 4, and 5*

7.RP.A.2a 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.

Investigations 1, 2, 3, 4, and 5

7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. *Investigations 1, 2, 3, 4, and 5*

7.SP.C.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. *Investigations 2, 3, 4, and 5*

7.SP.C.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.

Investigations 1, 2, 3, and 4

7.SP.C.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. *Investigations 2, 3, 4 and 5*

7.SP.C.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *Investigations 1, 3, 4 and 5*

7.SP.C.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *Investigations 1, 2, 3 and 4*

7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

Investigations 2, 3, 4 and 5

7.SP.C.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. *Investigations 2, 3, 4, and 5*

7.SP.C.8b 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. *Investigations 2, 4, and 5*

7.SP.C.8c Design and use a simulation to generate frequencies for compound events. *Investigations 4 and 5*

UNIT 6

Unit Title: Dimensional Measurement (Filling and Wrapping)

Unit Description: The overarching goals of the Unit are to have students develop (1) understanding of surface area and volume for common three-dimensional shapes and of circumference and area of circles; (2) strategies for calculating those measures for prisms, circles, cylinders, spheres, and cones; and (3) skill in application of area and volume concepts to solving measurement problems. There are three main structural parts of this Unit. Investigations 1 and 2 build on student knowledge about surface area and volume of rectangular prisms and extend those understandings and skills to other prisms. Investigation 3 develops and applies formulas for circumference and area of circles. While the primary shapes of this Unit are prisms and circles, Investigation 4 combines students' understanding of prisms and circles to develop and apply formulas for surface area and volume of cylinders, spheres, and cones. These shapes will be revisited with more complexity in the Unit *Say It With Symbols*.

LEARNING GOALS

Enduring Understanding(s):

- Coordinate geometry can be a useful tool for understanding geometric shapes and transformations.
- Crosssections of three-dimensional objects can be formed in a variety of ways, depending on the angle of the cut with the base of the object.
- Manipulatives and the construction of nets may be used in computing the surface area of right rectangular prisms.
- "Pi" (π) is the relationship between a circle's circumference and diameter.

Essential Question(s):

- What is the difference between volume and surface area?
- How are the area and circumference of a circle related?
- How are crosssections of three-dimensional objects formed?
- How do we determine which situations require volume and/or surface area?

Content and Skills:

- Polygonal Prisms
- Area and Circumference of Circles
- Building Smart Boxes: Rectangular Prisms
- Cylinders, Cones, and Spheres

Standards Addressed:

7.RP.A.2 Recognize and represent proportional relationships between quantities. *Investigation 1*

7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers. *Investigations 2, 3, and 4*

7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. *Investigation 3*

7.EE.A.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. *Investigations 1 and 3*

7.G.A.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. *Investigation 1*

7.G.A.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. *Investigation 2*

7.G.B.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. *Investigations 3 and 4*

7.G.B.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. *Investigations 1, 2, 3, and 4*

UNIT 7

Unit Title: Making Comparisons & Predictions (Samples & Populations)

Unit Description: You can use concepts from probability as tools for understanding sampling procedures in statistics. You can use statistics as tools for representing and analyzing data. The Problems in *Samples and Populations* help students make connections between probability concepts and statistics concepts. These Problems help students learn how to draw conclusions about samples and populations.

LEARNING GOALS

Enduring Understanding(s):

- A prediction is not a certainty, of likely results given a similar population.
- The central tendencies and measures of variability tell us different qualities about the data.
- Drawing inferences is not an opinion statement but rather part of constructing a viable argument.

Essential Question(s):

- How can we use and display data?
- How do you interpret data from statistical representations?
- How is sampling used to make predictions?
- How do you draw inferences from random samples?
- Why is data collected and analyzed to influence others?

Content and Skills:

- Samples
- Populations

Standards Addressed:

7.RP.A.2 Recognize and represent proportional relationships between quantities. *Investigation 3*

7.NS.A.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. *Investigations 1 and 3*

7.NS.A.1b 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 . . . Interpret sums of rational numbers by describing real-world contexts. *Investigations 1 and 3*

7.SP.A.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. *Investigations 2 and 3*

7.SP.A.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. *Investigations 2 and 3*

7.SP.B.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. *Investigations 1 and 3*

7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *Investigations 1 and 3*

7.SP.C.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. *Investigation 3*

7.SP.C.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. *Investigations 2 and 3*

7.SP.C.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *Investigations 2 and 3*

UNIT 8

Unit Title: Linear Relationships (Moving Straight Ahead)

Unit Description: The primary goal of this Unit is for students to develop an understanding of linear relationships. Students recognize linear relationships by the constant rate of change between two variables in a contextual situation, a table, a graph, or an equation. This idea is introduced in Investigation 1 with an experiment in which students determine their walking rates. This experiment is closely tied to the central idea of constant rate of change between two variables, and it provides a “walking rate” theme for the first two Investigations.

LEARNING GOALS

Enduring Understanding(s):

- Expressions can be manipulated to suit a particular purpose and solving problems efficiently.
- Mathematical expressions, equations, and inequalities are used to model and solve real-world and mathematical problems.
- The unit rate represents the slope of the related line.

Essential Question(s):

- How do you differentiate between a situation that can be represented with an equation and one that can be represented with an expression?
- When do you use variables, inequalities and algebraic expressions to model real-world situations?
- What patterns in the problem suggest that it is linear?
- How do changes in one variable affect changes in a related variable?

Content and Skills:

- Rates
- Linear Relationships
- Equations
- Slope

Standards Addressed:

7.RP.A.2 Recognize and represent proportional relationships between quantities. *Investigation 1*

7.RP.A.2a 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. *Investigation 1*

7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. *Investigations 1 and 2*

7.RP.A.2c Represent proportional relationships by equations. *Investigations 1 and 2*

7.RP.A.2d 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. *Investigations 2 and 4*

7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. *Investigations 3 and 4*

7.EE.A.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. *Investigations 3 and 4*

7.EE.B.3 Solve multistep 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. *Investigations 1, 2, 3, and 4*

7.EE.B.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. *Investigations 1, 2, 3, and 4*

7.EE.B.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. *Investigations 1, 2, 3, and 4*

7.EE.B.4b 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. *Investigation 3*