## Mathematics Grade 7
## Patterns (P)

| Outcome | 1 - Beginning<br>The student is having difficulty demonstrating an understanding of the concept. | 2 – Approaching<br>The student is developing an understanding of the concept. | 3 – Meeting<br>The student consistently demonstrates an understanding of the concept or has achieved the concept. | 4- Exemplary<br>The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
|---|---|---|---|---|
| **P7.1**<br>**I can demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations. [C, CN, R]** | • **With help,** I can determine missing values and correct errors found within a table of values. | • I can represent a pattern, create a table of values, **OR** create a graph using a linear relation in context. | • I can represent a pattern, create a table of values, **AND** create graphs using linear relations in several contexts. | • I can represent a pattern, create a table of values, **AND** create graphs using linear relations in several contexts **AND describe how any two are related**. |
| | • With help I can match a set of graphs to a set of linear relations. | • I can match a set of graphs to a set of linear relations. | • I can determine a pattern by analyzing a graph. | • I can explain how a graph and table of values are related. |
| | • I can determine the missing values in a table, given the rule. | • Given a linear pattern, I can write a linear relation, create a table of values, **AND** sketch the graph. | • Given a linear pattern, I can write a linear relation, create a table of values, sketch the graph **AND** describe the patterns found in the graph. | • I can determine if an ordered pair satisfies a table of values, representation, graph **OR** equation. |
| Comments: | | | | |

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| **P7.2**<br>**I can demonstrate an understanding of equations and expressions by:** | • **With help**, I can match examples of expressions and equations. | • I can **match** examples of expressions and equations. | • I can **provide an example** of an expression **AND** an equation. | • I can provide an example of an expression and an equation and explain how they are similar and different. |
| ○ **distinguishing between equations and expressions**<br>○ **evaluating expressions**<br>○ **verifying solutions to equations.**<br><br>**[C, CN, ME]** | • **With help**, I can evaluate an expression **OR** find solutions to equations. | • I can evaluate an expression **OR** find solutions to equations. | • I can **evaluate** an expression **AND find solutions** to equations, **including verifying the solution.** | • I can evaluate an expression **AND** find solutions to equations, including verifying the solution, and **explain the results.** |

Comments:

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| **Outcome** | **1 - Beginning** The student is having difficulty demonstrating an understanding of the concept. | **2 – Approaching** The student is developing an understanding of the concept. | **3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept. | **4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations. |
| **P7.3** **I can demonstrate an understanding of one- and two-step linear equations of the form ax/b + c = d (where a, b, c, and d are whole numbers, c ≤ d and b ≠ 0) by modeling the solution of the equations concretely, pictorially, physically, and symbolically and explaining the solution in terms of the preservation of equality. [C, CN, PS, R, V]** | • **With help,** I can solve basic one-step linear equations. | • I can solve **basic** one-step linear equations. | • I can **solve** one **AND** two step linear equations. | • I can explain what the solution of one **AND** two step linear equations in terms of equality means concretely, pictorially, and symbolically. |
| | • I can model the solution of **one step linear** equations in terms of equality concretely, pictorially, **OR** symbolically. | • I can **model** the solution of **one step linear** equations in terms of equality concretely, pictorially, **AND** symbolically. | • I can **model** the solution of one **AND** two step linear equations in terms of equality concretely, pictorially, **AND** symbolically. | • I can model the solution of **complex** one **AND** two step linear equations in terms of equality concretely, pictorially, **AND** symbolically. |

Comments:

Good Spirit
SCHOOL DIVISION

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|---|---|---|---|---|
| **P7.4**<br>**I can demonstrate an understanding of linear equations of the form (where a and b are integers) by modeling problems as a linear equation and solving the problems concretely, pictorially, and symbolically.**<br> **[C, CN, PS, R, V]** | • With help, I can **represent problems** with  two-step linear equations containing integers concretely **AND** pictorially. | • I can **represent problems** with  two-step linear equations containing integers concretely **AND** pictorially. | • I can **represent problems** with  two-step linear equations containing integers concretely **OR** pictorially **AND record the process with symbols.** | • I can **represent problems** with  two-step linear equations containing integers **AND** record the process with symbols**, and explain my reasoning.** |
| | • **With help**, I **can verify** the solution to a problem involving a two-step linear equation with integers. | • I **sometimes** verify the solution to a problem involving a two-step linear equation with integers. | • I **often** verify the solution to a problem involving a two-step linear equation with integers. | • I **almost always** verify the solution to a problem involving a two-step linear equation with integers. |
| Comments: | | | | |