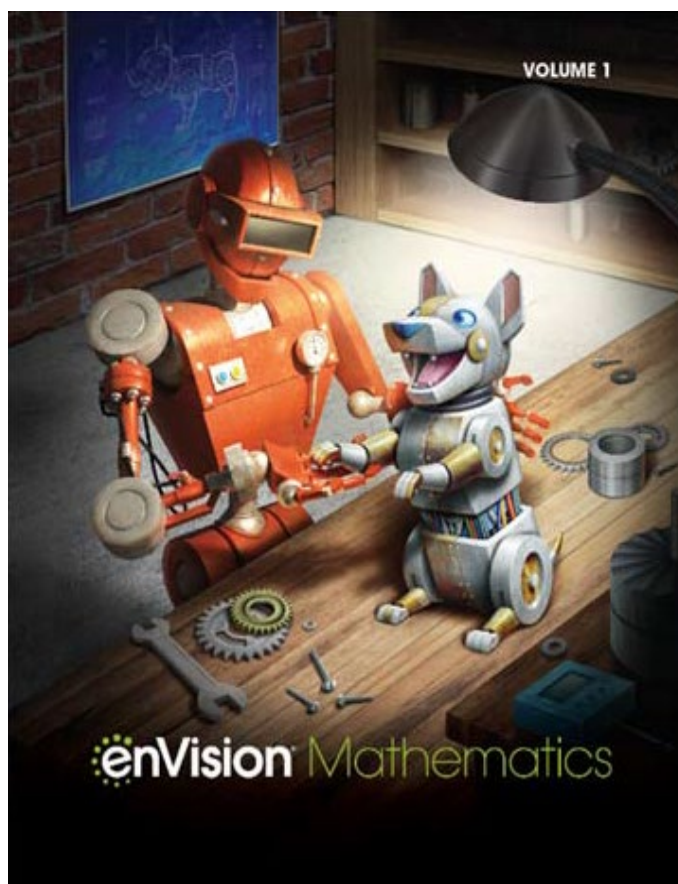


A Correlation of

enVision Mathematics

©2021



to the
**Louisiana Student Standards
for Mathematics 2016
Grade 7**

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Introduction

The new enVision® Mathematics ©2021 is the latest offering of the nationally recognized Grades K-12 series, created for print, digital, and blended instruction. Problem-Based Learning connects with Visual Learning to deep conceptual understanding. Interactive multimedia experiences engage learners in student choice and solving rich problems. Extensive customization and differentiation options empower every teacher and student.

UNDERSTANDING

A simple lesson design provides a clear, intentional pathway. Starting on a firm foundation of conceptual understanding, students can connect and apply math ideas in amazing ways. High-interest math projects invite all students to be active participants.

A simple lesson design provides a clear, intentional pathway.

STEP 1 Problem-Based Learning

STEP 2 Visual Learning

STEP 3 Assess and Differentiate

ASSESSMENT

The enVision Assessment Suite offers options to move students toward mastery of state standards while driving instructional differentiation.

DIAGNOSTIC Assessment

Reading Test, Diagnostic Test (Math Diagnosis and Intervention System), Review What You Know

FORMATIVE Assessment

SCOUT Observational Assessment used during Solve & Share, Do You Understand? And Convince Me! Guide Practice, Quick Check

SUMMATIVE Assessment

Topic Assessments, Topic Performance Assessments, Examview Test Generator, Fluency Assessments, Cumulative/Benchmarks Assessments, Progress Monitoring Assessments

INSTRUCTIONAL SUPPORT

Gain a new perspective on your teaching with embedded strategies, methods, and a wide range of Professional Development opportunities in print and digital formats.

Ideas, Inspiration, and Teaching Methods

Math background for every Topic and Lesson serves as an easy-to-access math methods course.

Make every lesson perfect for you. Access all digital content, assessments, and management tools at SavvasRealize.com.

Kids See the Math. Teachers See Results.

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Table of Contents

Ratios and Proportional Relationships 7.RP.....	1
The Number System 7.NS.....	2
Expressions and Equations 7.EE.....	4
Geometry 7.G.....	5
Statistics and Probability 7.SP.....	6
Standards for Mathematical Practice.....	9

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
Ratios and Proportional Relationships 7.RP	
A. Analyze proportional relationships and use them to solve real-world and mathematical problems	
1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.	2-1 Connect Ratios, Rates, and Unit Rates: 89-94 2-2 Identify Unit Rates from Ratios of Fractions: 95-100 Topic 2 Review: 131-134
2. Recognize and represent proportional relationships between quantities.	2-3 Understand Proportional Relationships: Equivalent Ratios: 101-106 2-4 Describe Proportional Relationships: Constant of Proportionality: 107-112 2-5 Graph Proportional Relationships: 119-124 2-6 Apply Proportional Reasoning to Solve Problems: 125-130 Topic 2 Review: 131-134 3-2 Connect Percent and Proportion: 149-154 3-3 Represent and Use the Percent Equation: 155-160
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.	2-3 Understand Proportional Relationships: Equivalent Ratios: 101-106 2-5 Graph Proportional Relationships: 119-124 Topic 2 Review: 131-134
b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	2-4 Describe Proportional Relationships: Constant of Proportionality: 107-112 2-5 Graph Proportional Relationships: 119-124 2-6 Apply Proportional Reasoning to Solve Problems: 125-130 Topic 2 Review: 131-134
c. Represent proportional relationships by equations. 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 $t = pn$.	2-4 Describe Proportional Relationships: Constant of Proportionality: 107-112 2-5 Graph Proportional Relationships: 119-124 2-6 Apply Proportional Reasoning to Solve Problems: 125-130 Topic 2 Review: 131-134 3-3 Represent and Use the Percent Equation: 155-160
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.	2-5 Graph Proportional Relationships: 119-124 Topic 2 Review: 133

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
3. Use proportional relationships to solve multistep ratio and percent problems of simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	2-1 Connect Ratios, Rates, and Unit Rates: 89-94 2-2 Identify Unit Rates from Ratios of Fractions: 95-100 2-6 Apply Proportional Reasoning to Solve Problems: 125-130 Topic 2 Review: 131-134 3-2 Connect Percent and Proportion: 149-154 3-3 Represent and Use the Percent Equation: 155-160 3-4 Solve Percent Change and Percent Error Problems: 163-168 3-5 Solve Markup and Markdown Problems: 173-178 3-6 Solve Simple Interest Problems: 179-184 Topic 3 Review: 185-188
The Number System 7.NS	
A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers	
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.	1-3 Add Integers: 21-26 1-4 Subtract Integers: 27-32 1-5 Add and Subtract Rational Numbers: 33-38 Topic 1 Review: 77-78
a. 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.	1-1 Relate Integers and Their Opposites: 10-14 1-3 Add Integers: 21, 26 Topic 1 Review: 76
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.	1-3 Add Integers: 21-26 1-5 Add and Subtract Rational Numbers: 33-38 Topic 1 Review: 77-78
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.	1-4 Subtract Integers: 27-32 1-5 Add and Subtract Rational Numbers: 33-38 Topic 1 Review: 77-78
d. Apply properties of operations as strategies to add and subtract rational numbers.	1-3 Add Integers: 21-26 1-4 Subtract Integers: 27-32 1-5 Add and Subtract Rational Numbers: 33-38 Topic 1 Review: 77-78

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	1-6 Multiply Integers: 41-46 1-7 Multiply Rational Numbers: 47-52 1-8 Divide Integers: 53-58 1-9 Divide Rational Numbers: 59-64 Topic 1 Review: 78-80
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.	1-6 Multiply Integers: 41-46 1-7 Multiply Rational Numbers: 47-52 Topic 1 Review: 78-79
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.	1-2 Understand Rational Numbers: 15-20 1-8 Divide Integers: 53-58 1-9 Divide Rational Numbers: 59-64 Topic 1 Review: 76, 79-80
c. Apply properties of operations as strategies to multiply and divide rational numbers.	1-6 Multiply Integers: 41-46 1-7 Multiply Rational Numbers: 47-52 1-8 Divide Integers: 53-58 1-9 Divide Rational Numbers: 59-64 Topic 1 Review: 78-80
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.	16-20 Topic 1 Review: 76
3. Solve real-world and mathematical problems involving the four operations with rational numbers. ¹	1-5 Add and Subtract Rational Numbers: 33-38 1-7 Multiply Rational Numbers: 47-52 1-9 Divide Rational Numbers: 59-64 1-10 Solve Problems Involving Rational Numbers: 65-70 Topic 1 3-Act Mathematical Modeling: Win Some, Lose Some: 71-74 Topic 1 Review: 77-80

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
Expressions and Equations 7.EE	
A. Use properties of operations to generate equivalent expressions	
1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	4-4 Expand Expressions: 215-220 4-5 Factor Expressions: 221-226 4-6 Add Expressions: 233-238 4-7 Subtract Expressions: 239-244 Topic 4 Review: 251-254
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. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”	4-2 Generate Equivalent Expressions: 203-208 4-3 Simplify Expressions: 209-214 4-8 Analyze Equivalent Expressions: 245-250 Topic 4 Review: 251-254
B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations	
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. 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.	1-3 Add Integers: 21-26 1-4 Subtract Integers: 27-32 1-5 Add and Subtract Rational Numbers: 33-38 1-6 Multiply Integers: 41-46 1-7 Multiply Rational Numbers: 47-52 1-8 Divide Integers: 53-58 1-9 Divide Rational Numbers: 59-64 Topic 1 Review: 75-80 2-6 Apply Proportional Reasoning to Solve Problems: 125-130 3-4 Solve Percent Change and Percent Error Problems: 163-168 3-5 Solve Markup and Markdown Problems: 173-178 3-6 Solve Simple Interest Problems: 179-184
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.	4-1 Write and Evaluate Algebraic Expressions: 197-202 Topic 4 Review: 251-254 5-1 Write Two-Step Equations: 263-268 5-2 Solve Two-Step Equations: 269-274 5-3 Solve Equations Using the Distributive Property: 275-280 5-4 Solve Inequalities Using Addition or Subtraction: 283-288 5-5 Solve Inequalities Using Multiplication or Division: 289-294 5-6 Solve Two-Step Inequalities: 299-304 5-7 Solve Multi-Step Inequalities: 305-310 Topic 5 Review: 311-314

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
<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. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p>	<p>5-1 Write Two-Step Equations: 263-268 5-2 Solve Two-Step Equations: 269-274 5-3 Solve Equations Using the Distributive Property: 275-280 Topic 5 Review: 312</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. 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.</p>	<p>5-4 Solve Inequalities Using Addition or Subtraction: 283-288 5-5 Solve Inequalities Using Multiplication or Division: 289-294 5-6 Solve Two-Step Inequalities: 299-304 5-7 Solve Multi-Step Inequalities: 305-310 Topic 5 Review: 313-314</p>
<p>Geometry 7.G</p>	
<p>A. Draw, construct, and describe geometrical figures and describe the relationships between them</p>	
<p>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.</p>	<p>8-1 Solve Problems Involving Scale Drawings: 431-436 Topic 8 Review: 494</p>
<p>2. Draw (freehand, with ruler and protractor, or with technology) geometric shapes with given conditions. (Focus is on triangles from three measures of angles or sides, noticing when the conditions determine one and only one triangle, more than one triangle, or no triangle.</p>	<p>8-2 Draw Geometric Figures: 437-442 8-3 Draw Triangles with Given Conditions: 443-450 Topic 8 Review: 494-495</p>
<p>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.</p>	<p>8-7 Describe Cross Sections: 475-480 Topic 8 Review: 497</p>

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	
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.	8-5 Solve Problems Involving Circumference of a Circle: 457-462 8-6 Solve Problems Involving Area of a Circle: 465-470 Topic 8 Review: 496
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.	8-4 Solve Problems using Angle Relationships: 451-456 Topic 8 Review: 495
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 (Pyramids limited to surface area only.)	8-8 Solve Problems Involving Surface Area: 481-486 8-9 Solve Problems Involving Volume: 487-492 Topic 8 Review: 497-498
Statistics and Probability 7.SP	
A. Use random sampling to draw inferences about a population	
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.	6-1 Populations and Samples: 323-330 6-2 Draw Inferences from Data: 331-338 Topic 6 Review: 358-359
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. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	6-2 Draw Inferences from Data: 331-338 Topic 6 Review: 359

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
B. Draw informal comparative inferences about two populations	
3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities using quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	6-3 Make Comparative Inferences About Populations: 341-346 6-4 Make More Comparative Inferences About Populations: 347-352 Topic 6 Review: 360
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	6-3 Make Comparative Inferences About Populations: 341-346 6-4 Make More Comparative Inferences About Populations: 347-352 Topic 6 Review: 360
C. Investigate chance processes and develop, use, and evaluate probability models	
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.	7-1 Understand Likelihood and Probability: 369-374 Topic 7 Review: 418
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. 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.	7-2 Understand Theoretical Probability: 375-380 7-3 Understand Experimental Probability: 381-386 Topic 7 Review: 418-419
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.	7-4 Find Probability Models: 387-392 Topic 7 Review: 420
a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 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.	7-4 Find Probability Models: 387-392 Topic 7 Review: 420

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
<p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. 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?</p>	<p>7-4 Find Probability Models: 387-392 Topic 7 Review: 420</p>
<p>8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p>	<p>7-5 Determine Outcomes of Compound Events: 399-404 7-6 Find Probabilities of Compound Events: 405-410 7-7 Simulate Compound Events: 411-416 Topic 7 Review: 421-422</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>7-6 Find Probabilities of Compound Events: 405-410 Topic 7 Review: 421</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>7-5 Determine Outcomes of Compound Events: 399-404 Topic 7 Review: 421</p>
<p>c. Design and use a simulation to generate frequencies for compound events. 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?</p>	<p>7-7 Simulate Compound Events: 411-416 Topic 7 Review: 422</p>

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
Standards for Mathematical Practice	
<p>1. Make sense of problems and persevere in solving them.</p>	<p>enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages online. In the textbook, each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a problem situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. The following references are a representative sample.</p> <p>1-1 Relate Integers and Their Opposites: 14 1-2 Understand Rational Numbers: 16 1-4 Subtract Integers: 32 1-6 Multiply Integers: 46 1-9 Divide Rational Numbers: 60 4-6 Add Expressions: 233 Topic 5 3-Act Mathematical Modeling: Digital Downloads: 298 8-5 Solve Problems Involving Circumference of a Circle: 461 8-7 Describe Cross Sections: 479 8-8 Solve Problems Involving Surface Area: 481</p>

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
2. Reason abstractly and quantitatively.	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and also abstract reasoning. In Visual Learning examples, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the meaning or effect of an operation, for example, rather than merely the solution. The following references are a representative sample.</p> <p>1-3 Add Integers: 22-24 1-4 Subtract Integers: 31 1-8 Divide Integers: 56 1-9 Divide Rational Numbers: 59 1-10 Solve Problems Involving Rational Numbers: 65-68 2-4 Describe Proportional Relationships: Constant of Proportionality: 107 2-6 Apply Proportional Reasoning to Solve Problems: 125, 128-129 4-8 Analyze Equivalent Expressions: 249 7-4 Find Probability Models: 390</p>

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
<p>3. Construct viable arguments and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program explicitly call for students to justify their strategies and solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others. The following references are a representative sample.</p> <p>1-1 Relate Integers and Their Opposites: 13 1-5 Add and Subtract Rational Numbers: 36 1-6 Multiply Integers: 45 1-9 Divide Rational Numbers: 64 Topic 1 3-Act Mathematical Modeling: Win Some, Lose Some: 74 2-1 Connect Ratios, Rates, and Unit Rates: 89 2-5 Graph Proportional Relationships: 122 3-6 Solve Simple Interest Problems: 183 5-3 Solve Equations Using the Distributive Property: 275 7-4 Find Probability Models: 390</p>

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
4. Model with mathematics.	<p>Students using enVision Mathematics explicitly use mathematical modeling in each Topic during the 3-Act Math lesson. The Visual Learning examples in each lesson similarly present real-world situations and demonstrate how these problems can be modeled mathematically. Additional evidence of modeling with math appears in the Practice and Problem Solving section of each lesson. The following references are a representative sample.</p> <p>1-3 Add Integers: 24 Topic 1 3-Act Mathematical Modeling: Win Some, Lose Some: 71-74 Topic 2 3-Act Mathematical Modeling: Mixing It Up: 115-118 Topic 3 3-Act Mathematical Modeling: 169-172 4-1 Write and Evaluate Algebraic Expressions: 198 4-4 Expand Expressions: 215 Topic 4 3-Act Mathematical Modeling: I've Got You Covered: 229-232 Topic 5 3-Act Mathematical Modeling: Digital Downloads: 295-298 3-Act Mathematical Modeling: Raising Money: 353-356 Topic 7 3-Act Mathematical Modeling: Photo Finish: 395-398</p>

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
5. Use appropriate tools strategically.	<p>Students become fluent in the use of a wide assortment of math tools ranging from physical objects, including manipulatives, integer chips, algebra tiles, and even pencil and paper; measuring tools, such as rulers and protractors; visual tools, including number lines and area models; and digital tools, such as graphing calculators, Online Math Tools, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>Topic 1 3-Act Mathematical Modeling: Win Some, Lose Some: 72 2-6 Apply Proportional Reasoning to Solve Problems: 128 Topic 3 3-Act Mathematical Modeling: 170 Topic 4 3-Act Mathematical Modeling: I've Got You Covered: 230 Topic 5 3-Act Mathematical Modeling: Digital Downloads: 296 3-Act Mathematical Modeling: Raising Money: 356 7-7 Simulate Compound Events: 411 8-2 Draw Geometric Figures: 438-440 8-2 Draw Geometric Figures: 443-444 Topic 8 3-Act Mathematical Modeling: Whole Lotta Dough: 472</p>

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
6. Attend to precision.	<p>Students are expected to use mathematical terms and symbols with precision. Key terms are highlighted in each lesson, and important concepts are presented in the Concept Summary. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations. Exercises in the Practice and Problem Solving sets require students to Be Precise as they appropriately use technical math vocabulary to describe a process or strategy.</p> <p>1-2 Understand Rational Numbers: 18 1-7 Multiply Rational Numbers: 47 2-2 Identify Unit Rates from Ratios of Fractions: 95 3-4 Solve Percent Change and Percent Error Problems: 168 3-6 Solve Simple Interest Problems: 182 4-6 Add Expressions: 236 5-4 Solve Inequalities Using Addition or Subtraction: 283 5-5 Solve Inequalities Using Multiplication or Division: 289 5-7 Solve Multi-Step Inequalities: 308 7-4 Find Probability Models: 391</p>
7. Look for and make use of structure.	<p>Students are encouraged to look for structure as they develop and implement solution strategies. This focus on recognizing and applying structure enables students to formalize their understanding of relationships among numbers, operations, and patterns. They continually build on this understanding and extend and apply it to algebraic and geometric constructs.</p> <p>1-4 Subtract Integers: 28 1-6 Multiply Integers: 44 1-8 Divide Integers: 53 1-9 Divide Rational Numbers: 62 2-2 Identify Unit Rates from Ratios of Fractions: 97 2-3 Understand Proportional Relationships: Equivalent Ratios: 104-105 4-4 Expand Expressions: 215 4-8 Analyze Equivalent Expressions: 250 8-1 Solve Problems Involving Scale Drawings: 432 8-3 Draw Triangles with Given Conditions: 444</p>

**A Correlation of enVision Mathematics, ©2021
to the Louisiana Student Standards for Mathematics 2016**

Louisiana Student Standards for Mathematics	enVision Mathematics, ©2021 Grade 7 Lessons
<p>8. Look for and express regularity in repeated reasoning.</p>	<p>Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution strategy developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations.</p> <p>1-5 Add and Subtract Rational Numbers: 34 1-6 Multiply Integers: 42 1-7 Multiply Rational Numbers: 49 1-9 Divide Rational Numbers: 60 2-4 Describe Proportional Relationships: Constant of Proportionality: 110 3-5 Solve Markup and Markdown Problems: 176 Topic 4 3-Act Mathematical Modeling: I've Got You Covered: 232 6-3 Make Comparative Inferences About Populations: 344 6-4 Make More Comparative Inferences About Populations: 352 Topic 7 3-Act Mathematical Modeling: Photo Finish: 398</p>

©2021 Savvas Learning Company, LLC