y = mx + b

x^2 + 5x + 6 = 0

DELAWARE SMARTER BALANCED

7th GRADE MATH



MADE RIDICULOUSLY SIMPLE

A Comprehensive 7th Grade Math Study Guide to Acing the Smarter Balanced Test

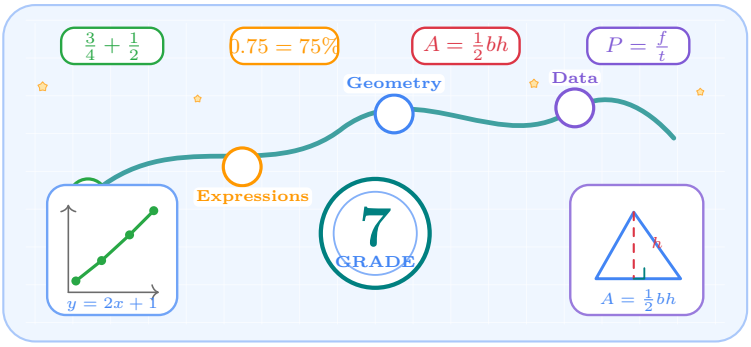
- COVERS ALL 7TH GRADE MATH STANDARDS
- EASY-TO-UNDERSTAND LESSONS & EXAMPLES
- PRACTICE QUESTIONS WITH DETAILED EXPLANATIONS
- TEST-TAKING STRATEGIES & TIPS
- BUILD CONFIDENCE. IMPROVE SCORES. SUCCEED!

LEARN SMART. PRACTICE MORE. ACE THE SMARTER BALANCED!

Delaware Smarter Balanced

7th Grade Math Made Ridiculously Simple

A Comprehensive 7th Grade Math Study Guide to Acing the Smarter Balanced Test



Reza Nazari

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7.EE.B.4a	Solve word problems leading to equations of the formpx+q=randp(x+q) =r, wherep,q, andrare 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
7.EE.B.4b	Solve word problems leading to inequalities of the formpx+q>rorpx+q<r, wherep,q, andrare specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem

7.G | Geometry

Draw, construct, and describe geometric figures and solve problems involving angle, area, and volume

7.G.A	Draw, construct, and describe geometrical figures and describe the relationships between them
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
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.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
7.G.B	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
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
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
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

7.NS | The Number System

Apply operations with rational numbers including integers, fractions, and decimals

7.NS.A	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
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
7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0
7.NS.A.1b	Understandp+qas the number located a distance |q| fromp, in the positive or negative direction depending on whetherqis 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
7.NS.A.1c	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
7.NS.A.1d	Apply properties of operations as strategies to add and subtract rational numbers
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
7.NS.A.2b	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. Ifpandqare integers, then –(p/q) =(–p)/q=p/(–q). Interpret quotients of rational numbers by describing real-world contexts
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers
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

7.RP | Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve problems

7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems
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
7.RP.A.2	Recognize and represent proportional relationships between quantities
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems
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
7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships
7.RP.A.2c	Represent proportional relationships by equations
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) whereris the unit rate

7.SP | Statistics and Probability

Use random sampling to draw inferences and develop probability models

7.SP.A	Use random sampling to draw inferences about a population
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
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

Study Tips

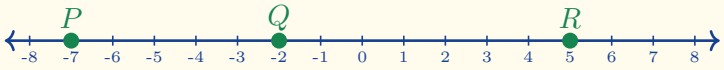
- ☞ Absolute value is **always** ≥ 0. It measures distance, and distance is never negative.
- ☞ A negative sign *outside* the bars is applied **after** taking the absolute value: $-|-5| = -(5) = -5$.
- ☞ Work from the inside out: simplify what is inside $|\cdot|$ first, then evaluate the absolute value, then apply any outside operations.

✍ Word Problems

16. Two submarines depart from a dock at sea level (depth $= 0$). Submarine A dives to a depth of -340 feet and Submarine B dives to a depth of -180 feet. Use absolute value to determine which submarine is *closer* to the surface, and by exactly how many feet closer it is than the other submarine.

17. Alena's bank account balance was \$0 on Sunday. By Monday evening her balance had dropped to $-\$47$. By Tuesday evening it had dropped further to $-\$62$. Use absolute value to state her Tuesday balance as a positive amount owed. Then determine by how many dollars her balance changed between Monday evening and Tuesday evening, and express that change as an absolute value.

18. Three points P, Q, R are marked on the number line shown here. Find $|P|$, $|Q|$, and $|R|$. Then determine which point is farthest from zero, and compute $|P| + |R|$ (the total distance from zero of the two outer points).



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1.3 Comparing and Ordering Integers

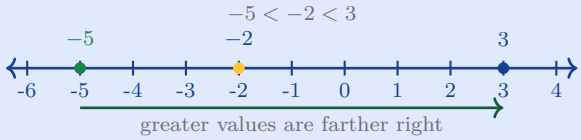
7.NS.A.1

The trick to comparing integers is to picture them on a number line. Numbers get larger as you move to the **right** and smaller as you move to the **left**. This is especially handy with negatives—for example, -3 is greater than -8 because -3 is closer to zero (farther right on the line). When a problem asks you to order integers from least to greatest, you are simply listing them in the same left-to-right order they appear on the number line. Once you have this picture in your head, symbols like $<$, $>$, and $=$ become second nature.

Key Concepts & Quick Review

Comparing: $a > b$ means a is to the **right** of b on the number line. $a < b$ means a is to the **left** of b.

Negatives rule: Among two negative integers, the one **closer to zero** is **greater**.
Ordering: list integers from least (leftmost) to greatest (rightmost).



Examples

① Compare -7 and -3. Write $<$, $>$, or $=$.

Think It Through: Put both numbers on a number line in your mind. The number -3 is closer to zero, so it sits to the right of -7. Numbers to the right are greater, and numbers to the left are smaller. Therefore $-7 < -3$.

Answer: $-7 < -3$

② Order from **least to greatest**: $4,\ -9,\ 2,\ -1,\ -6$.

Think It Through: Imagine placing all five integers on a number line. The farthest left is -9, then comes -6, then -1. After the negatives come the positives: 2 and then 4. Reading from left to right gives the order from least to greatest.

Answer: $-9 < -6 < -1 < 2 < 4$

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✎ Practice Problems

Write $<$, $>$, or $=$ in each box to make the statement true.

1. $-5 \square -2$ _____

2. $-8 \square -11$ _____

3. $7 \square -7$ _____

4. $-4 \square 0$ _____

5. $-15 \square -15$ _____

6. $-1 \square -100$ _____

7. $-9 \square 3$ _____

8. $|-6| \square 6$ _____

9. $-|-4| \square -4$ _____

10. $|-10| \square |-12|$ _____

11. $-20 \square -19$ _____

12. $0 \square -1$ _____

13. $-(-3) \square -3$ _____

14. $-|7| \square -7$ _____

15. $-25 \square -52$ _____

Study Tips

☞ Among two negative integers, the one with the **smaller absolute value** is **greater**: $-3 > -10$ because $3 < 10$.

☞ Any positive integer is always greater than any negative integer: $1 > -1{,}000{,}000$.

☞ When ordering a mixed set, negatives always come before zero, and zero comes before all positives.

✍ Word Problems

16. Five students competed in a math quiz bowl where correct answers earn points and incorrect answers lose points. Their final net scores were: -16, 8, -4, -21, and 5. Order the scores from *lowest to highest* and identify the student with the best score and the student with the worst score. Then find the range of scores (highest minus lowest).

_____

17. Four ocean animals are recorded at the following depths below the surface: a shark at -85 feet, a jellyfish at -12 feet, a sperm whale at -210 feet, and a yellowfin tuna at -47

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