

Mathematics Grade 7

4th Nine Weeks Scope and Sequence

Content Standards	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments/ (Any Additional Comments Optional)
Statistics and Probability				
<p>23. 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-SP7]</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. [7-SP7a]</p> <p>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.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. [7-SP7b]</p> <p>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>24. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. [7-SP8]</p>				

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<p>24a. 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. [7-SP8a]</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. [7-SP8b]</p> <p>c. Design and use a simulation to generate frequencies for compound events. [7-SP8c]</p> <p>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>21. 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 $\frac{1}{2}$</p>				

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<p>18. 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.</p>				
<p>20. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. [7-SP4]</p> <p>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.</p>				
Expressions and Equations				
<p>7. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. [7-EE1]</p>				
<p>8. 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-EE2]</p> <p>Example: $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</p>				
The Number System				
<p>6. Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) [7-NS3]</p>				
Statistics and Probability				
<p>17. 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-SP1]</p>				

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Geometry				
14. 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-G4]				
16. 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-G6]				
22. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. [8-G7] (Course of Study Grade 8)				
Expressions and Equations (Course of Study Grade 8)				
4. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$				