

2023-2024

Math 7-8 Course Guide

#220 Math 7-8

#227A/227B MYP Math 7-8

#755 ACCEL Math 7-8: GATE

Math 7/8 Pacing

(Days in Q1-39, Q2-44, Q3-48, Q4-49)

Module	Days	Module	Days
1 – Add/Subtract Integers	8	8 – Modeling Geometry	6
2 – Multiply/Divide Integers	6	9 – Circumference, Area & Volume	8
3 – Rational Numbers	14	22 – Volume	7
4 – Rates/Proportions	6	19 – Transformations & Congruence	8
16.- Proportional Relationships			
Fall Break		20 – Transformations & Similarity	8
4 – Rates/Proportions	5	21 – Angles, Parallel Lines & Triangles	10
16 – Proportional Relationships			
Be here by 10/13 end of Q1		Be here by 3/15 end of Q3	
17 – Nonproportional Relationships	8	15 – Exponents & Scientific Notation	9
5 – Proportions & Percentages	6	14 – Real Numbers	7
6 – Expression & Equations	5	Grade 8: 12 – Pythagorean Theorem	8
18 – Solving Linear Equations	11	11 – Random Samples & Populations	6
7 – Inequalities	3	10 – Analyzing & Comparing Data	6
		12 – Experimental Probability	4
		13 – Theoretical Probability & Simulations	6
Be here by 12/21 end of Q2		Be here by 6/7 end of Q4	

Math 7/8 - Go Math Resource and Standards

Module 1 – Adding and Subtracting Integers		
Resource	Topics (Standards)	Days
1.1	Adding Integers with the Same Sign (*7.NS.A.1d)	1
1.2	Adding Integers with Different Signs (*7.NS.A.1a, *7.NS.A.1b)	2
1.3	Subtracting Integers (*7.NS.A.1c)	2
1.4	Applying Addition and Subtraction of Integers (*7.NS.A.3)	2
Quiz Module 1		1
(50 min periods)		Total = 8

Module 2 – Multiplying and Dividing Integers		
Resources	Topics (Standards)	Days
2.1	Multiplying Integers (*7.NS.A.2a)	1
2.2	Dividing Integers (*7.NS.A.2b)	1
2.3	Applying Integer Operations (*7.NS.A.2c, *7.NS.A.3)	1
Review and Test Module 1 and Module 2		2
Essential Standards Reteaching and Intervention		1
(50 min periods)		Total = 6

Module 3 – Rational Numbers		
Resource	Topics (Standards)	Days
3.1	Rational Numbers (all rational numbers on the number line) (*7.NS.A.1)	2
3.2	Adding Rational Numbers (*7.NS.A.1, *7.NS.A.3)	2
3.3	Subtracting Rational Numbers (*7.NS.A.1, *7.NS.A.3)	2
3.4	Multiplying Rational Numbers (*7.NS.A.2, *7.NS.A.3)	1
3.5	Dividing Rational Numbers (*7.NS.A.2, *7.NS.A.3)	2
3.6	Applying Rational Number Operations (*7.NS.A.3)	2
Review and Test		2
Essential Standards Reteaching and Intervention		1
(50 min periods)		Total = 14

Math 7/8 - Go Math Resource and Standards

Number Sense Standards for Modules 1, 2 & 3

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (major cluster)

*7.NS.A.1	<p>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.</p> <ul style="list-style-type: none">*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.*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.*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 in real-world contexts.*d. Apply properties of operations as strategies to add and subtract rational numbers.
*7.NS.A.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <ul style="list-style-type: none">*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.*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.*c. Apply properties of operations as strategies to multiply and divide rational numbers.*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.
*7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.

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Module 4/Module 16 – Rates & Proportional Relationships		
Resource	Topics (Standards) - Math 7	Days
4.1/16.3	Unit Rates (*7.RP.A.1) Interpreting the Unit Rate as Slope (*8.EE.B.5)	3
4.2/16.2	Constant Rate of Change (*7.RP.A.2) Rate of Change and Slope (*8.EE.B.5)	3
4.3/16.1	Proportional Relationships and Graphs (*7.RP.A.2) Representing Proportional Relationships (*8.EE.B.5)	3
Quiz Module 4 & Module 16		1
Essential Standards Reteaching and Intervention (50 min periods)		1
		Total = 11

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
*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. 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 mph
*7.RP.A.2	Recognize and represent proportional relationships between quantities. *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. *b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. *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 $t = pn$. *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.
Understand the connections between proportional relationships, lines, and linear equations. (major cluster)	
*8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

End Of Quarter One

Math 7/8 - Go Math Resource and Standards

Module 17 – Nonproportional Relationships		
Resource	Topics (Standards) - Math 8	Days
17.1	Representing Linear Nonproportional Relationships (*8.EE.B.6)	1
17.2	Determining Slope and y-intercept (*8.EE.B.6)	1
17.3	Graphing Linear Nonporportional Relationships, Using Slope and y-intercept (*8.EE.B.6)	2
17.4	Proportional and Nonproportional Relationships (*8.EE.B.6)	1
Review and Test Module 4, 16, 17		2
Essential Standards Reteaching and Intervention		1
(50 min periods)		Total = 8

Understand the connections between proportional relationships, lines, and linear equations. (major cluster)	
*8.EE.B.6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $(0, b)$.

Module 5 – Proportions and Percent		
Resources	Topics (Standards) - Math 7	Days
5.1	Percent Increase and Decrease (*7.RP.A.3)	1
5.2	Rewriting Percent Expressions (*7.EE.A.2)	1
5.3	Applications of Percent (*7.RP.A.3)	1
Review and Test		2
Essential Standards Reteaching and Intervention		1
(50 min periods)		Total = 6

Analyze proportional relationships and use them to solve real-world and mathematical problems. (major cluster)	
*7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
Use properties of operations to generate equivalent expressions. (major cluster)	
*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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."

Math 7/8 - Go Math Resource and Standards

Module 6 – Expressions and Equations		
Resource	Topics (Standards) - Math 7	Days
6.1	Algebraic Expressions (*7.EE.A.1, *7.EE.A.2)	1
6.2	One-Step Equations with Rational Coefficients (Math 6 worked with $x + p = q$ and $px = q$ for positive rational numbers) *Math 7/8 will need to solve these with negative rational numbers, and work with the equations $x - p = q$ and $\frac{x}{p} = q$. (*7.EE.B.3, *7.EE.B.4a)	1
6.3	Writing Two-Step Equations (*7.EE.B.4a)	1
6.4	Solving Two-Step Equations (*7.EE.B.4a)	1
Quiz Module 6 (Test Module 6 & 18 after Module 18)		1
(50 min periods)		Total = 5

Use properties of operations to generate equivalent expressions. (major cluster)	
*7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
*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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."
Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)	
*7.EE.B.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 as strategies 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.
*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. *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?

Math 7/8 - Go Math Resource and Standards

Module 18 – Solving Linear Equations

Resource	Topics (Standards) – Math 8	Days
18.1	Equations with Variable on Both Sides (*8.EE.C.7)	2
18.2	Equations with Rational Numbers (*8.EE.C.7)	2
18.3	Equations with the Distributive Property (*8.EE.C.7b)	2
18.4	Equations with Many Solutions or No Solutions (*8.EE.C.7a)	2
Review and Test Module 6 & 18		2
Essential Standards Reteaching and Intervention		1
(50 min periods)		Total = 11

Analyze and solve linear equations and pairs of simultaneous linear equations. (major cluster)

*8.EE.C.7	<p>Solve linear equations in one variable.</p> <p>*a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).</p> <p>*b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p>
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Module 7 – Inequalities

Resource	Topics (Standards) - Math 7	Days
7.1	Writing and Solving One-Step Inequalities (7.EE.B.4b)	1
7.2	Writing Two-Step Inequalities (7.EE.B.4b)	1
7.3	Solving Two-Step Inequalities (7.EE.B.4b)	1

Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)

7.EE.B.4	<p>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.</p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$, $px + q < r$ 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>
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End Of Quarter Two

Math 7/8 - Go Math Resource and Standards

Module 8 – Modeling Geometric Figures

Resource	Topics (Standards) - Math 7	Days
8.1	Similar Shapes and Scale Drawings (7.G.A.1)	2
8.2	Geometric Drawings (7.G.A.2)	1
8.3	Cross Sections (7.G.A.3)	1
	Review and Test	2
	(50 min periods)	Total = 6

Draw, construct, and describe geometrical figures and describe the relationships between them. (additional cluster)

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.

Module 9 – Circumference, Area and Volume

Resource	Topics (Standards) - Math 7	Days
9.1	Circumference (*7.G.B.4)	1
9.2	Area of Circles (*7.G.B.4)	1
9.3	Area of Composite Figures (*7.G.B.6)	1
9.4	Solving Surface Area Problems (*7.G.B.6, *7.EE.4a)	1
9.5	Solving Volume Problems (*7.G.B.6, *7.EE.4a)	1
	Review and Test	2
	Essential Standards Reteaching and Intervention	1
	(50 min periods)	Total = 8

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (additional cluster)

*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.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.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (major cluster)

*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. *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?
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Math 7/8 - Go Math Resource and Standards

Module 22 – Volume		
Resource	Topics (Standards) – Math 8	Days
22.1	Volume of Cylinders (*8.G.C.9)	1
22.2	Volume of Cones (*8.G.C.9)	2
22.3	Volume of Spheres (*8.G.C.9)	1
Review and Test		2
Essential Standards Reteaching and Intervention		1
(50 min periods)		Total = 7

Solve real world and mathematical problems involving of cylinders, cones and spheres. (additional cluster)	
*8.G.C.9	Know the formulas for the volume of cones, cylinders, and spheres and use them to solve real world and mathematical problems. Note: Make connections between shapes learned in 6 th /7 th grades and the new volumes in 8 th .

Module 19 – Transformations and Congruence		
Resource	Topics (Standards) – Math 8	Days
19.1	Properties of Translations (8.G.A.1, 8.G.A.3)	1
19.2	Properties of Reflections (8.G.A.1, 8.G.A.3)	1
19.3	Properties of Rotations (8.G.A.1, 8.G.A.3)	1
19.4	Algebraic Representations of Transformations (8.G.A.3)	1
19.5	Congruent Figures (8.G.A.2)	2
Review and Test		2
(50 min periods)		Total = 8

Understand congruence and similarity using physical models, transparencies, or geometry software. (major cluster)	
8.G.A.1	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.
8.G.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
8.G.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.

Math 7/8 - Go Math Resource and Standards

Module 20 – Transformations and Similarity

Resource	Topics (Standards) – Math 8	Days
20.1	Properties of Dilations (8.G.A.3, 8.G.A.4)	2
20.2	Algebraic Representations of Dilations (8.G.A.3)	2
20.3	Similar Figures (8.G.A.4)	2
	Review and Test	2
	(50 min periods)	Total = 8

Understand congruence and similarity using physical models, transparencies, or geometry software. (major cluster)

8.G.A.3	Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
8.G.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

Module 21 – Angle Relationships in Parallel Lines & Triangles

Resource	Topics (Standards) – Math 8	Days
21.1/8.4	Parallel Lines Cut by Transversal (8.G.A.5, 7.G.B.5)	3
21.2	Angle Theorems for Triangles (8.G.A.5)	2
21.3	Angle-Angle Similarity (8.G.A.5)	3
	Review and Test	2
	(50 min periods)	Total = 10

Understand congruence and similarity using physical models, transparencies, or geometry software. (major cluster)

8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.
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Math 7/8 - Go Math Resource and Standards

Module 15 – Exponents and Scientific Notation		
Resource	Topics (Standards) – Math 8	Days
15.1	Integer Exponents (8.EE.A.1)	2
15.2	Scientific Notation with Positive Powers of 10 (8.EE.A.3)	1
15.3	Scientific Notation with Negative Powers of 10 (8.EE.A.3)	1
15.4	Operations with Scientific Notation (8.EE.A.4)	2
Review and Test		2
Essential Standards Reteaching and Intervention		1
(50 min periods)		Total = 9

Work with radicals and integer exponents. (major cluster)	
*8.EE.A.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = \frac{1}{3^3} = \frac{1}{27}$
8.EE.A.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
8.EE.A.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

End Of Quarter Three

Math 7/8 - Go Math Resource and Standards

Module 14 – Real Numbers		
Resource	Topics (Standards) – Math 8	Days
14.1	Rational and Irrational Numbers Represent solutions using square root and cube root for $x^2 = 12$, then $x = \sqrt{12}$ and $x^3 = 27$, then $x = \sqrt[3]{27}$ Evaluate small perfect square roots and small cube roots for $\sqrt{49} = 7$ and $\sqrt[3]{8} = 2$ (8.NS.A.1, 8.NS.A.2, 8.EE.A.2)	2
14.2	Sets of Real Numbers (8.NS.A.1)	1
14.3	Ordering Real Numbers (8.NS.A.2)	2
Review and Test (50 min periods)		2
		Total = 7

Know that there are numbers that are not rational, and approximate them by rational numbers. (supporting cluster)	
8.NS.A.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; rational numbers show that the decimal expansions repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
Work with radicals and integer exponents. (major cluster)	
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

Grade 8 Module 12 – Pythagorean Theorem		
Resources	Topics (Standards) – Math 8	Days
12.1	The Pythagorean Theorem (8.G.B.7, 8.G.B.6)	2
12.2	Converse of the Pythagorean Theorem (8.G.B.6)	1
12.3	Distance Between Two Points is performed with Pythagorean Theorem (8.G.B.8) --Do Not Teach Distance Formula to find Distance.	2
Review and Test		2
Essential Standards Reteaching and Intervention		1
(50 min periods)		Total = 8

Understand and apply the Pythagorean Theorem. (major cluster)	
*8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.
*8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. Solve $x^2 = p$ for p .
8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Math 7/8 - Go Math Resource and Standards

Module 11 – Random Samples and Populations		
Resource	Topics (Standards) – Math 7	Days
11.1	Populations and Samples (7.SP.A.1)	2
11.2	Making Inferences from a Random Sample (7.SP.A.2)	2
11.3	Generating Random Samples (7.SP.A.2)	2
(50 min periods)		Total = 6

Use random sampling to draw inferences about a population. (supporting cluster)	
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. 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.

Module 10 – Analyzing and Comparing Data		
Resource	Topics (Standards) – Math 7	Days
10.1	Comparing Data Displayed in Dot Plots (7.SP.B.3,7.SP.B.4)	1
10.2	Comparing Data Displayed in Box Plots (7.SP.B.3,7.SP.B.4)	1
10.3	Using Statistical Measures to Compare Populations (7.SP.B.3, 7.SP.B.4)	2
Review and Test Module 11 & Module 10		2
(50 min periods)		Total = 6

Draw informal comparative inferences about two populations. (additional cluster)	
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variability, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
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. 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.

Math 7/8 - Go Math Resource and Standards

Module 12 – Experimental Probability

Resource	Topics (Standards) – Math 7	Days
12.1	Probability (7.SP.C.5, 7.SP.C.7a)	1
12.2	Experimental Probability of Simple Events (7.SP.C.6, 7.SP.C.7)	1
12.3	Experimental Probability of Compound Events (7.SP.C.8)	1
12.4	Making Predictions w/Experimental Probability (7.SP.C.6)	1
(50 min periods)		Total = 4

Investigate chance processes and develop, use, and evaluate probability models. (supporting cluster)

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 $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
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. 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.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. <ol style="list-style-type: none"> 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. 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?
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. <ol style="list-style-type: none"> 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. 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. Design and use a simulation to generate frequencies for compound events.

Math 7/8 - Go Math Resource and Standards

Module 13 – Theoretical Probability and Simulations

Resources	Topics (Standards) – Math 7	Days
13.1	Theoretical Probability of Simple Events (7.SP.C.6, 7.SP.C.7)	1
13.2	Theoretical Probability of Compound Events (7.SP.C.8a, 7.SP.C.8b)	1
13.3	Making Predictions with Theoretical Probability (7.SP.C.6, 7.SP.C.7)	1
13.4	Using Technology to Conduct a Simulation (7.SP.C.8c)	1
Review and Test Module 12 & 13 (50 min periods)		2
		Total = 6

Investigate chance processes and develop, use, and evaluate probability models. (supporting cluster)

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. 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.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. <ol style="list-style-type: none"> 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. 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?
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. <ol style="list-style-type: none"> 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. 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. Design and use a simulation to generate frequencies for compound events.

End Of Quarter Four