

Curriculum Mapping Template

Name: **Eichorn/Maiorano/Parent**

Subject Area: **Mathematics**

Grade: 7

Year: 2014-2015

Last updated:

7/19/14

Timeline	Essential Question/Big Ideas	Content	Standards	Assessments
≈21 Days	<ul style="list-style-type: none"> • What kinds of shapes/polygons will cover a flat surface? • What do these shapes have in common? • How do simple polygons work together to make more complex shapes? • How can angle measures be estimated? • How much accuracy is needed in measuring angles? 	<p>CMP2/3: Shapes and Designs</p> <ul style="list-style-type: none"> • Understand some important properties of polygons and recognize polygonal shapes both in and out of the classroom • Investigate symmetries of a shape—rotation or reflection • Estimate the measure of any angle using reference to a right angle and other benchmark angles • Use an angle ruler for making more accurate angle measurements • Explore parallel lines and angles created by lines intersecting parallel lines • Find patterns that help determine angle sums of polygons • Determine which polygons fit together to cover a flat surface and why • Explain the property of triangles that makes them useful as a stable structure for building • Find that the sum of two side lengths of a triangle is greater than the third side length • Find that the sum of three side lengths of a quadrilateral is 	<p>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.”</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Daily Warm Ups • Homework Assignments • Weekly Quizzes (based on homework assignments and investigations during class) • Math Reflections (write short answer questions summarizing knowledge gained from the unit.) • Unit Exam

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		<p>greater than the fourth side length</p> <ul style="list-style-type: none"> • Draw or sketch polygons with certain properties • Reason about and solve problems involving shapes 		<p>~Multiple Choice</p> <ul style="list-style-type: none"> • ~Short Answer
<p>≈ 22 Days</p>	<ul style="list-style-type: none"> • How do negative and positive numbers help in describing a situation? • What will addition, subtraction, multiplication, or division of positive and negative numbers tell about the problem? • What model for positive and negative numbers would help in showing the relationships in the problem situation? 	<p>CMP2/3: Accentuate the Negative</p> <ul style="list-style-type: none"> • Use appropriate notation to indicate positive and negative numbers. • Locate rational numbers (positive and negative fractions, decimals, and whole numbers) on a number line. • Compare and order rational numbers. • Understand the relationship between a positive and negative number and its opposite (additive inverse). • Absolute Value • Order of Operations • Operations of Fractions • Converting between rational numbers and decimals. • Repeating vs. terminating • Develop algorithms for adding, subtracting, multiplying and dividing positive and negative 	<p>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.</p> <p>7.NS.A.1a 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.</p> <p>7.NS.A.1b 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.</p> <p>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.</p> <p>7.NS.A.1d Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>7.NS.A.2a Understand that multiplication is extended from fractions</p>	<ul style="list-style-type: none"> • Daily Warm Ups • Homework Assignments • Weekly Quizzes (based on homework assignments and investigations during class) • Math Reflections (write short answer questions summarizing knowledge gained from the unit. • Unit Exam ~Multiple

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		<p>rational numbers.</p> <ul style="list-style-type: none"> Distributive commutative, associative, and identity properties. 	<p>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</p> <p>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. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>7.NS.A.2c Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>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.</p> <p>7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p>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 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 $1/10$ 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.</p> <p>7.EE.B.4 Use variables to represent quantities in a real-world or</p>	<p>Choice ~Short Answer ~Open Response</p>

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			mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	
≈ 19 Days	<ul style="list-style-type: none"> When two figures are similar, what is the same in each figure? What is different in each figure? How do ratios relate to similarity? When two figures are similar, how can you describe the relationship between their areas? How can you describe the relationships between their perimeters? How can you your 	<p>CMP2/3: Stretching & Shrinking</p> <ul style="list-style-type: none"> Use scale factors and ratios to describe relationships among the side lengths of similar figures. Construct similar polygons. Understand the ways that stretching or shrinking a figure affects lengths, angle measures, perimeters, and areas. Compute actual lengths and areas from a scale drawing and recreate the drawing by enlarging the figure or shrinking at a different scale. 	<p>7.RP.A.2 Recognize and represent proportional relationships between quantities</p> <p>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.</p> <p>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>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 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 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</p>	<ul style="list-style-type: none"> Daily Warm Ups Homework Assignments Weekly Quizzes (based on homework assignments and investigations during class) Math Reflections (write short answer questions summarizing knowledge gained from

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	<p>knowledge of ratios and scale to create an enlarged image or shrunken image of the original?</p>		<p>each edge; this estimate can be used as a check on the exact computation.</p> <p>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.</p> <p>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., 4 Filling and Wrapping: Inv. 1</p> <p>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.</p> <p>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.</p>	<p>the unit.</p> <ul style="list-style-type: none"> • Unit Exam <ul style="list-style-type: none"> ~Multiple Choice ~Short Answer ~Open Response
<p>≈ 22 Days</p>	<ul style="list-style-type: none"> • How can we use proportions to solve problems? • How can ratios be used in daily life to find unknown quantities or inaccessible measurements? • When quantities have different measurements, how 	<p>CMP2/3: Comparing & Scaling</p> <ul style="list-style-type: none"> • Analyze comparison statements made about quantitative data. • Use ratios, fractions, differences, and percents to form comparison statements in a given situation. • Decide when to use a ratio. • Unit rates and proportional reasoning. • Graphing on a coordinate plane. • Linear Equations. • Use algebraic symbols to write 	<p>7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>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.</p> <p>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.</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities</p> <p>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</p>	<ul style="list-style-type: none"> • Daily Warm Ups • Homework Assignments • Weekly Quizzes (based on homework assignments and investigations during class) • Math

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	can they be compared?	<p>rules and equations relating variables.</p> <ul style="list-style-type: none"> • Use tables, graphs, and equations to solve problems. • Look for patterns in tables to make predictions. • Apply proportional reasoning to solve for the unknown part when one part of two equal ratios is unknown. • Recognize that constant growth in a table is related to proportions. • Connect a unit rate to the equation describing a situation. • Write an equation to represent the pattern in a table of related variables. 	<p>a straight line through the origin.</p> <p>7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>7.RP.A.2c 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 $t = pn$.</p> <p>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 $(1, r)$ where r is the unit rate.</p> <p>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</p> <p>7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p>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 to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p>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.</p> <p>7.EE.B.4a 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</p>	<p>Reflections (write short answer questions summarizing knowledge gained from the unit.</p> <ul style="list-style-type: none"> • Unit Exam ~Multiple Choice ~Short Answer ~Open Response

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			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?	
≈ 25 Days	<ul style="list-style-type: none"> How do variables and equations work together in problem solving? How do we solve a real-life problem by creating and equation and then solve these equations? How can equations be used to help find the measure of an angle? What are the variables in the problem? Do the variables in the problem have a linear relationship to 	<p>CMP2/3: Moving Straight Ahead</p> <ul style="list-style-type: none"> Evaluate simple algebraic expressions for given variable values. Create and use symbolic expressions for linear relationships and relate them to verbal, tabular, and graphical representations. Solve linear equations using tables, graphs, models and algebraic methods. Use linear equations to model and analyze problems involving proportional relationships. Use inverse relationship of addition, subtraction, multiplication, and division to simplify computations and solve problems (multiplying by $\frac{1}{2}$ or 0.5 is the same as dividing by 2). Measures of supplementary, complementary, vertical and 	<p>7.RP.A.2 Recognize and represent proportional relationships between quantities</p> <p>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.</p> <p>7.RP.A.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>7.RP.A.2c 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 $t = pn$.</p> <p>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 $(1, r)$ where r is the unit rate</p> <p>7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients</p> <p>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</p>	<ul style="list-style-type: none"> Daily Warm Ups Homework Assignments Weekly Quizzes (based on homework assignments and investigations during class) Math Reflections (write short answer questions summarizing knowledge gained from the unit. Unit Exam ~Multiple

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	<p>each other?</p> <ul style="list-style-type: none"> • What patterns in the problem suggest that it is linear? • How do you solve a linear equation and inequality? 	<p>adjacent angles. Use equations to find the measures of above angles (supplementary, complementary, vertical and adjacent).</p>	<p>that “increase by 5%” is the same as “multiply by 1.05.”</p> <p>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 to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p>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.</p> <p>7.EE.B.4a 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>7.EE.B.4b 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.</p>	<p>Choice ~Short Answer ~Open Response</p>

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≈ 26 Days	<ul style="list-style-type: none"> What are the possible outcomes for the event(s) in this situation? Are these outcomes equally likely? Is this a fair or unfair situation? Can I compute the theoretical probabilities or do I conduct an experiment? How can I determine the probability of one event followed by a second event: two-stage probabilities? How can I use expected value to help me make decisions? 	<p>CMP2/3: What do you expect?</p> <ul style="list-style-type: none"> Use probability to predict what will happen over the long run Distinguish between equally likely events and those that are not equally likely Use strategies for identifying possible outcomes and analyzing probabilities, such as using lists or tree diagrams Develop two kinds of probability models: <ol style="list-style-type: none"> Gather data from experiments (experimental probability) Analyze possible outcomes (theoretical probability) Understand that experimental probabilities are better estimates of theoretical probabilities when they are based on larger number of trials Determine if a game is fair or unfair Use models to analyze situations that involve two stages (or actions) Determine the expected value of a chance situation Analyze situations that involve binomial outcomes <p>Interpret statements of probability to make decisions and answer questions</p>	<p>7.RP.A.2 Recognize and represent proportional relationships between quantities</p> <p>7.RP.A.2a Decide whether two quantities are in a proportional relationship</p> <p>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems</p> <p>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 likely nor unlikely, and a probability near 1 indicates a likely event</p> <p>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.</p> <p>7.SP.C.7 Develop a probability model and use it to find the probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement not good, explain possible sources of the discrepancy</p> <p>7.SP.C.7.a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events</p> <p>7.SP.C.7.b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process</p> <p>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation</p> <p>7.SP.C.8.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.SP.C.8.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>	<ul style="list-style-type: none"> Daily Warm Ups Homework Assignments Weekly Quizzes (based on homework assignments and investigations during class) Math Reflections (write short answer questions summarizing knowledge gained from the unit. Unit Exam ~Multiple Choice ~Short Answer ~Open Response

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≈ 23 Days	<ul style="list-style-type: none"> What 2-D figures are used to make up 3-D figures? What strategies or formulas might help to calculate circumference, area, surface area or volume? 	<p>CMP2/3: Filling and Wrapping</p> <ul style="list-style-type: none"> Properties of triangles and other polygons. Understand value as a measure of filling and object and surface area as a measure of wrapping an object. Design and use nets to visualize and calculate surface area of prisms and cylinders. 2-D figures and 3-D figures and how they are related. Area and circumference of a circle. Area, volume and surface area of triangles, quadrilaterals, polygons, cubes, and right prisms. Surface area of spheres. 	<p>7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients Moving Straight Ahead: Inv. 3, 4</p> <p>Filling and Wrapping: Inv. 3</p> <p>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.”</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Daily Warm Ups Homework Assignments Weekly Quizzes (based on homework assignments and investigations during class) Math Reflections (write short answer questions summarizing knowledge gained from the unit. Unit Exam <p>~Multiple Choice</p>

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≈ 18 Days	<ul style="list-style-type: none"> What is the population? What is the sample? What kinds of comparisons or relationships can I explore using data from the sample? Can I use my results to make predictions or generalizations about the population? 	<p>CMP2/3: Samples & Populations</p> <ul style="list-style-type: none"> Use the process of statistical investigation to explore problems Use information from samples to draw conclusions about populations Explore the influence of sample size on the variability of the distribution of sample means or medians Evaluate sampling plans Use probability to select random samples from populations Compare sample distributions using measures of center (mean, median), measures of variability (range, minimum and maximum data values, percentiles), and data displays that group data (histograms, box-and-whisker plots) Explore relationships between paired values of numerical variables 	<p>7.RP.A.2 Recognize and represent proportional relationships between quantities</p> <p>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 on vertical number line diagram</p> <p>7.NS.A.1.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... Interpret sums of rational numbers by describing real-world contexts.</p> <p>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.</p> <p>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</p> <p>7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability</p> <p>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</p> <p>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 likely nor unlikely, and a probability near 1 indicates a likely event</p> <p>7.SP.C.7 Develop a probability model and use it to find the probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement not good, explain possible sources of the discrepancy</p> <p>7.SP.C.7.a Develop a uniform probability model by assigning equal</p>	<ul style="list-style-type: none"> Daily Warm Ups Homework Assignments Weekly Quizzes (based on homework assignments and investigations during class) Math Reflections (write short answer questions summarizing knowledge gained from the unit.) Unit Exam <p>~Multiple Choice ~Short</p>

Name: **Eichorn/Maiorano/Parent**Subject Area: **Mathematics**

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7/19/14

Timeline	Essential Question/Big Ideas	Content	Standards	Assessments
			probability to all outcomes, and use the model to determine probabilities	Answer
(\approx 1 week)	Are you ready for the math PARCC?	Review for PARCC	All standards	<ul style="list-style-type: none"> •Daily Warm Ups •Homework Assignments
(\approx 2.5 weeks)		Project	Review of all skills from throughout the year.	Class work, observations, grading of projects