Spring Lake Middle School
Math Grade 7 Curriculum Map
Third Trimester

Unit	CCSS	Learning Targets	Resources
Volume (Prism)	**7.G.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.	I can find volume of prisms.	Course 2: 8-9 Course 3: 9-6 On Core: 5-5
Volume (Pyramid)	**7.G.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.	I can find volume of rectangular pyramids.	Course 3: 9-7 On Core: 5-5
Volume (Composite solids)	**7.G.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.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.	I can find volume of irregular figures.	Course 3: 9-7 On Core: 5-5

Unit	CCSS	Learning Targets	Resources
Data Analysis & Samples (Stem and Leaf Plot)	**7.SP.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.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.	I can create and read a stem and leaf plot.	Course 2: 11-3 Course 3: 10-3
Data Analysis & Samples (Histograms)	**7.SP.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	I can create and read a histogram.	Course 2: 11-1 Course 3: 10-1

	inferences. **7.SP.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.		
Data Analysis & Samples (Circle Graphs)	**7.SP.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.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.	I can create and read a circle graph.	Course 2: 7-9 Course 3: 10-6
Data Analysis & Samples (Samples and Population)	**7.SP.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.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. **7.SP.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. **7.SP.4** Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	I can indentify a population and a sample. I can explain random sampling tends to produce representative samples I can make inferences about a population based on a sample. ??????? I can compare two populations by using the means and/or medians of data collected from random samples.	Course 2: 11-5, 11-6 Course 3: 11-7 On Core: 6-1, 6-2, 6-3

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Probability (Introduction to Probability)	**7.SP.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.	I understand that probability is represented as a number between 0(impossible) to 1(certain).	Course 2: 12-1 Course 3: 11-1 On Core: 7-1
Probability (Theoretical Probability)	**7.SP.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. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	I can develop a simulation to model a situation in which all events are equally likely to occur. I can utilize the simulation to determine the probability of specific events.	Course 2: 12-1 Course 3: 11-4 On Core: 7-2
Probability (Experimental Probability)	**7.SP.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.	I can run an experiment to predict the probability of an event. I can use probability to predict the number of times a particular event will occur given a specific number of trials. I understand that experimental probability will not always follow theoretical probability.	Course 2: 12-2 Course 3: 11-4 On Core: 7-3
Probability (Independent Dependent Events)	**7.SP.8** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. 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. 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. c. Design and use a simulation to generate frequencies for	I can create a sample space of all possible outcomes for a compound event by using a list, a table, or a tree diagram. I can use a sample space to determine the probability of compound events. I can design and utilize a simulation to predict the probability of a compound event	Course 2: 12-4, 12-5 Course 3: 11-5 On Core: 7-4

	compound events.		