

Critical Areas of Focus

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Quarter 1: District Benchmark test during dates of October 15 – 23. Tests returned to district office October 23.

Day-to-day pacing is left to the discretion of the individual collaborative teams. Mappings are to be followed to facilitate district-wide collaboration and correlation.

The Number System		7.NS
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		
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. <ol style="list-style-type: none"> 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. 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. 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. Apply properties of operations as strategies to add and subtract rational numbers. 		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3
Compute: $-\frac{3}{4} + \frac{1}{2}$	Rewrite the expression $\frac{1}{2} - \frac{3}{4}$ using the Additive Inverse Property.	For the expression $\frac{1}{2} - \frac{3}{4}$, determine the distance $-\frac{3}{4}$ is from $\frac{1}{2}$. Create another expression, having the same distance, using the Additive Inverse Property.

The Number System			7.NS
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.			
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.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	
Compute: $\frac{1}{2}(-\frac{3}{4})$	Divide: $-\frac{3}{4}$ by $\bar{.6}$	Do $\bar{.6}$ and $.6$ express the same rational number? Provide an explanation for your answer.	

The Number System			7.NS
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
3. Solve real-world and mathematical problems involving the four operations with rational numbers.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	
Simplify the expression $\frac{1}{2}(-\frac{3}{4}) + \bar{.6}$.	Simplify the expression: $\frac{1}{2} 1 - \frac{3}{5} \cdot 4(\frac{2}{3} + \bar{.6})$	Write and solve an equation that illustrates the following situation: If 8 people invest \$500 each in a stamp collection and after a year the collection is worth \$3,800, how much did each person lose or gain?	

Statistics and Probability			7.SP
Investigate chance processes and develop, use, and evaluate probability models.			
5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of 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.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	
The weatherman said that there is a 90% chance of snow today. Which term most accurately describes the likelihood of it snowing today: impossible, unlikely, equally likely or equally unlikely, likely, certain?	The sums of the two numbers appearing on the faces of two six-sided number cubes are computed. <ol style="list-style-type: none"> 1. Provide an example of a sum that is considered impossible. 2. Is it possible to provide an example of a sum that is certain? Explain. 	The sums of the two numbers appearing on the faces of two six-sided number cubes are computed. Create a table describing all of the possible events and label each event with one of the following terms: impossible, unlikely, equally likely or equally unlikely, likely, certain.	

Statistics and Probability			7.SP
Investigate chance processes and develop, use, and evaluate probability models.			
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.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	
A fair six-sided number cube is rolled 10 times. Approximately how many times will the outcome be even?	A fair six-sided number cube is rolled 60 times. Predict the number of times that 1, 2, 3, 4, 5 and 6 would each be rolled.	A fair six-sided number cube is rolled 60 times. A 3 was rolled 22 of the times. Is this possible? Explain your reasoning.	

Equations and Expressions

7.EE

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

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 $\frac{1}{10}$ 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.

Depth of Knowledge Level 1

A woman currently receiving a salary \$25 per hour earns a 10% raise. What is her new hourly rate of pay?

Depth of Knowledge Level 2

A recipe calls for $\frac{2}{3}$ cup of flour and $\frac{3}{4}$ cup of sugar. What is the total amount of flour and sugar called for in the recipe if the baker would like to triple the recipe?

Depth of Knowledge Level 3

Student Growth
Total: 120 Students

Quarter	Percentage
1st Qtr	60%
2nd Qtr	25%
3rd Qtr	10%
4th Qtr	5%

How many students had growth in the 1st, 2nd, 3rd and 4th quarters? Explain how you can check the appropriateness of your answers.

Quarter 2: SAGE Interim Test during dates of January 4 – 15.

Day-to-day pacing is left to the discretion of the individual collaborative teams. Mappings are to be followed to facilitate district-wide collaboration and correlation.

Equations and Expressions			7.EE
Use properties of operations to generate equivalent expressions.			
1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	

Equations and Expressions			7.EE
Use properties of operations to generate equivalent expressions.			
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.”			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	

Equations and Expressions			7.EE
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			
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. <i>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 3/4 inches long in the center of a door that is 27 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.</i>			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	

Ratios and Proportional Relationships			7.RP
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
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 miles per hour.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	

Ratios and Proportional Relationships			7.RP
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
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.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	

Ratios and Proportional Relationships			7.RP
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
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.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	

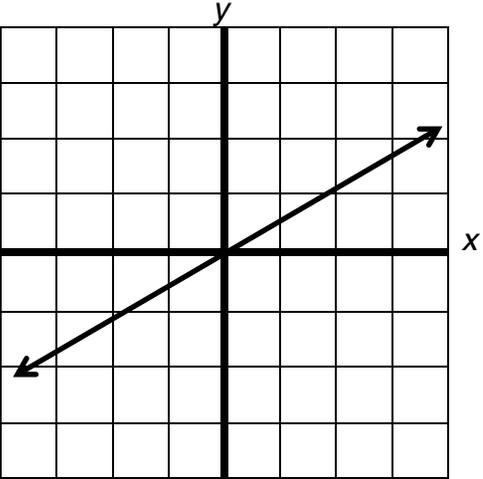
Quarter 3: District Benchmark test during dates of March 18 - 25. Tests returned to district office March 25.

Day-to-day pacing is left to the discretion of the individual collaborative teams. Mappings are to be followed to facilitate district-wide collaboration and correlation.

Ratios and Proportional Reasoning			7.RP				
Analyze proportional relationships and use them to solve real-world and mathematical problems.							
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 miles per hour.							
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3					
A store sells eggs. They are priced \$1.68 per dozen. What is the price of one egg?	<p>A student walks around a track the teacher records the information in the following table:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Distance (miles)</th> <th>Time (hours)</th> </tr> </thead> <tbody> <tr> <td>$\frac{1}{2}$</td> <td>$\frac{1}{4}$</td> </tr> </tbody> </table> <p>How many miles per hour does the student walk?</p>	Distance (miles)	Time (hours)	$\frac{1}{2}$	$\frac{1}{4}$	1 inch is equivalent to 2.54 centimeters. A board measures 3 feet in length. How many centimeters long is the board?	
Distance (miles)	Time (hours)						
$\frac{1}{2}$	$\frac{1}{4}$						

Ratios and Proportional Relationships	7.RP
Analyze proportional relationships and use them to solve real-world and mathematical problems.	
2. Recognize and represent proportional relationships between quantities. <ol style="list-style-type: none"> 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.

Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3
 <p>Identify the constant rate of proportion depicted in the graph.</p>		

Ratios and Proportional Relationships			7.RP
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
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.			
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3	

Geometry			7.G
Draw, construct, and describe geometrical figures and describe the relationships between them.			
1. Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale			

drawing and reproducing a scale drawing at a different scale.		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Geometry		7.G
Draw, construct, and describe geometrical figures and describe the relationships between them.		
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.		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Geometry		7.G
Draw, construct, and describe geometrical figures and describe the relationships between them.		
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.		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Geometry		7.G
Solve real-life and mathematical problems involving angle measure, area, surface are, and volume.		
4. Know the formulas for the area and circumference of a circle and solve problems; give an informal derivation of the relationship between the circumference and area of a circle.		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Geometry		7.G
Solve real-life and mathematical problems involving angle measure, area, surface are, and volume.		
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and use them to solve simple equations for an unknown angle in a figure.		

Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Geometry		7.G
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
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.		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Quarter 4: SAGE Summative Test during dates of March 28 – May 20. Strive to have math tested April 25 – May 13, so that make-up can take place May 16 – May 20.

Day-to-day pacing is left to the discretion of the individual collaborative teams. Mappings are to be followed to facilitate district-wide collaboration and correlation.

Equations and Expressions		7.EE
Use properties of operations to generate equivalent expressions.		
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.”		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Equations and Expressions		7.EE
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		
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. <i>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 3/4</i>		

inches long in the center of a door that is 27 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.

Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Equations and Expressions	7.EE
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Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

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| <p>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>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?</p> <p>b. 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. 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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Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Geometry	7.G
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Solve real-life and mathematical problems involving angle measure, area, surface are, and volume.
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| <p>5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and use them to solve simple equations for an unknown angle in a figure.</p> |
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Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Statistics and Probability	7.SP
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Use random sampling to draw inferences about a population.

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| <p>1. Understand that statistics can be used to gain information about a population by examining a sample of the</p> |
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population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling **is more likely** to produce representative samples and support valid inferences.

Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Statistics and Probability	7.SP
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Use random sampling to draw inferences about a population.

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.*

Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Statistics and Probability	7.SP
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Draw informal comparative inferences about two populations.
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3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, **estimating** 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, **approximately** twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Statistics and Probability	7.SP
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Draw informal comparative inferences about two populations.
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4. Use measures of center and measures of variability for numerical data from random samplesto 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.		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Statistics and Probability		7.SP
Investigate chance processes and develop, use, and evaluate probability models.		
5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of 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.		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Statistics and Probability		7.SP
Investigate chance processes and develop, use, and evaluate probability models.		
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.		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Statistics and Probability		7.SP
Investigate chance processes and develop, use, and evaluate probability models.		
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. <ul style="list-style-type: none"> a. 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. b. 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 equal- ly likely based on the observed frequencies?		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3

Statistics and Probability		7.SP
Investigate chance processes and develop, use, and evaluate probability models.		
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. <ol style="list-style-type: none"> 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 compound events. For 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? 		
Depth of Knowledge Level 1	Depth of Knowledge Level 2	Depth of Knowledge Level 3