Ohio Mathematics

Grade 7

Adopted 2017

Standards for Mathematical Practice

1. **Make sense of problems and persevere in solving them.** MP.1
2. **Reason abstractly and quantitatively.** MP.2
3. **Construct viable arguments and critique the reasoning of others.** MP.3
4. **Model with mathematics.** MP.4
5. **Use appropriate tools strategically.** MP.5
6. **Attend to precision.** MP.6
7. **Look for and make use of structure.** MP.7
8. **Look for and express regularity in repeated reasoning.** MP.8

Geometry

A. **Draw, construct, and describe geometrical figures and describe the relationships between them.** 7.G.A

1. Solve problems involving similar figures with right triangles, other triangles, and special quadrilaterals. 7.G.1
   a. Compute actual lengths and areas from a scale drawing and reproduce a scale drawing at a different scale. 7.G.1.A
   b. Represent proportional relationships within and between similar figures. 7.G.1.B
2. Draw (freehand, with ruler and protractor, and with technology) geometric figures with given conditions. 7.G.2
   a. 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.2.A
   b. Focus on constructing quadrilaterals with given conditions noticing types and properties of resulting quadrilaterals and whether it is possible to construct different quadrilaterals using the same conditions. 7.G.2.B
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. 7.G.3

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B. Solve real-life and mathematical problems involving angle measure, circles, area, surface area, and volume. 7.G.B

4. Work with circles. 7.G.4
   a. Explore and understand the relationships among the circumference, diameter, area, and radius of a circle. 7.G.4.A
   b. Know and use the formulas for the area and circumference of a circle and use them to solve real-world and mathematical problems. 7.G.4.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. 7.G.5
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. 7.G.6

Ratios and Proportional Relationships

A. Analyze proportional relationships and use them to solve real-world and mathematical problems. 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. 7.RP.1
2. Recognize and represent proportional relationships between quantities. 7.RP.2
   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. 7.RP.2.A
   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. 7.RP.2.B
   c. Represent proportional relationships by equations. 7.RP.2.C
   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. 7.RP.2.D
3. Use proportional relationships to solve multi-step ratio and percent problems. 7.RP.3

The Number System

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 7.NS.A

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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. 7.NS.1

   a. Describe situations in which opposite quantities combine to make 0. 7.NS.1.A

   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. 7.NS.1.B

   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 principle in real-world contexts. 7.NS.1.C

   d. Apply properties of operations as strategies to add and subtract rational numbers. 7.NS.1.D

2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 7.NS.2

   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. 7.NS.2.A

   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. 7.NS.2.B

   c. Apply properties of operations as strategies to multiply and divide rational numbers. 7.NS.2.C

   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.2.D

3. Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions. 7.NS.3

Expressions and Equations

A. Use properties of operations to generate equivalent expressions. 7.EE.A

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 7.EE.1

2. In a problem context, understand that rewriting an expression in an equivalent form can reveal and explain properties of the quantities represented by the expression and can reveal how those quantities are related. 7.EE.2

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Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 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. 7.EE.3
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. 7.EE.4
    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. 7.EE.4.A
    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. 7.EE.4.B

Statistics and Probability

A. Use sampling to draw conclusions about a population. 7.SP.A

1. Understand that statistics can be used to gain information about a population by examining a sample of the population. 7.SP.1
    a. Differentiate between a sample and a population. 7.SP.1.A
    b. Understand that conclusions and generalizations about a population are valid only if the sample is representative of that population. Develop an informal understanding of bias. 7.SP.1.B

B. Broaden understanding of statistical problem solving. 7.SP.B

2. Broaden statistical reasoning by using the GAISE model: 7.SP.2
    a. Formulate Questions: Recognize and formulate a statistical question as one that anticipates variability and can be answered with quantitative data. 7.SP.2.A
    b. Collect Data: Design and use a plan to collect appropriate data to answer a statistical question. 7.SP.2.B
    c. Analyze Data: Select appropriate graphical methods and numerical measures to analyze data by displaying variability within a group, comparing individual to individual, and comparing individual to group. 7.SP.2.C
    d. Interpret Results: Draw logical conclusions and make generalizations from the data based on the original question. 7.SP.2.D

C. Summarize and describe distributions representing one population and draw informal comparisons between two populations. 7.SP.C

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3. Describe and analyze distributions. 7.SP.3

    a. Summarize quantitative data sets in relation to their context by using mean absolute deviation (MAD), interpreting mean as a balance point. 7.SP.3.A

    b. Informally assess the degree of visual overlap of two numerical data distributions with roughly equal variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. 7.SP.3.B

D. Investigate chance processes and develop, use, and evaluate probability models. 7.SP.D

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 ½ indicates an event that is neither unlikely nor likely; and a probability near 1 indicates a likely event. 7.SP.5

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. 7.SP.6

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. 7.SP.7

    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. 7.SP.7.A

    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 equally likely based on the observed frequencies? 7.SP.7.B

8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations. 7.SP.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. 7.SP.8.A

    b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language, e.g., "rolling double sixes," identify the outcomes in the sample space which compose the event. 7.SP.8.B

    c. Design and use a simulation to generate frequencies for compound events. 7.SP.8.C