**MATH STANDARDS: “I CAN STATEMENTS” CLASS SUMMARY**

**7**

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

| **“I Can Statements”…Common Core Standards in Kid-Friendly Language** | **Big Ideas Correlation** | **Students** | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **NUMBERS AND OPERATIONS (NAD) / RATIOS AND PROPORTIONAL RELATIONSHIPS (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. ([NAD 7.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.RP.1](http://www.corestandards.org/Math/Content/7/RP/)) | Section 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.7b, 3.8, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can decide whether two quantities are in a proportional relationship.  ([NAD 7.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.RP.2](http://www.corestandards.org/Math/Content/7/RP/)) | Section 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.7b, 3.8, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.  ([NAD 7.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.RP.2](http://www.corestandards.org/Math/Content/7/RP/)) | Section 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.7b, 3.8, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can represent proportional relationships by equations. ([NAD 7.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.RP.2](http://www.corestandards.org/Math/Content/7/RP/)) | Section 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.7b, 3.8, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can explain what a point on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (l, r) where r is the unit rate.  ([NAD 7.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.RP.2](http://www.corestandards.org/Math/Content/7/RP/)) | Section 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.7b, 3.8, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can use proportional relationships to solve multistep ratio and percent problems.  ([NAD 7.NO.4](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.RP.3](http://www.corestandards.org/Math/Content/7/RP/)) | Section 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.7b, 3.8, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **NUMBERS AND OPERATIONS (NAD) / THE NUMBER SYSTEM (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can describe situations in which opposite quantities combine to make 0.  ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.1](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand p + q as the number located a distance │q│from p, in the positive or negative direction. ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.1](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can show that a number and its opposite have a sum of 0. ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.1](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can interpret sums of rational numbers by describing real-world contexts.  ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.1](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand subtraction of rational numbers as adding the additive inverse.  ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.1](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can 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.  ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.1](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can apply properties of operations as strategies to add and subtract rational numbers. ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.1](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can interpret products of rational numbers by describing real-world contexts.  ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.2](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I know that the decimal form of a rational number terminates in 0’s or eventually repeats. ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.2](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can solve real-world and mathematical problems involving the four operations with rational numbers.  ([NAD 7.NO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.1-3](http://www.corestandards.org/Math/Content/7/NS/))  **\*\*\*REQUIRED FLUENCY\*\*\*** | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations. ([NAD 7.NO.1-2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.2](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand that integers can be divided if the divisor is not zero, and every quotient of integers is a rational number.  ([NAD 7.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.2](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.4, 1.5, 2.1, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can interpret quotients of rational numbers by describing real-world contexts.  ([NAD 7.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.2](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.4, 1.5, 2.1, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can apply properties of operations as strategies to multiply and divide rational numbers. ([NAD 7.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.2](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.4, 1.5, 2.1, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can convert a rational number to a decimal using long division.  ([NAD 7.NO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 7.NS.2](http://www.corestandards.org/Math/Content/7/NS/)) | Section 1.4, 1.5, 2.1, 2.3, 2.3b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can perform operations with numbers expressed in scientific notation.  ([NAD 7.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) ([CCSS 8.EE.4](http://www.corestandards.org/Math/Content/8/EE/)) | (See Grade 8) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can perform operations with numbers expressed in exponents. ([NAD 7.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can perform operations with numbers expressed as square roots. ([NAD 7.NO.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Numbers%20and%20Operations.pdf)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **OPERATIONS AND ALGEBRAIC THINKING (NAD) / EXPRESSIONS AND EQUATIONS (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. ([NAD 7.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.1](http://www.corestandards.org/Math/Content/7/EE/)) | Section 2.5b, 4.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can 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. ([NAD 7.OAT.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.2](http://www.corestandards.org/Math/Content/7/EE/)) | Section 2.5b, 4.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form.  ([NAD 7.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.3](http://www.corestandards.org/Math/Content/7/EE/))  **\*\*\*REQUIRED FLUENCY\*\*\*** | Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can apply properties of operations to calculate with numbers in any form.  ([NAD 7.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.3](http://www.corestandards.org/Math/Content/7/EE/)) | Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can convert between forms as appropriate. ([NAD 7.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.3](http://www.corestandards.org/Math/Content/7/EE/)) | Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can assess the reasonableness of answers using mental computation and estimation.  ([NAD 7.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.3](http://www.corestandards.org/Math/Content/7/EE/)) | Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can fluently 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.  ([NAD 7.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.4](http://www.corestandards.org/Math/Content/7/EE/))  **\*\*\*REQUIRED FLUENCY\*\*\*** | Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.  ([NAD 7.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.4](http://www.corestandards.org/Math/Content/7/EE/)) | Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can 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.  ([NAD 7.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.4](http://www.corestandards.org/Math/Content/7/EE/)) | Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can graph the solution set of the inequality and interpret it in the context of the problem.  [NAD 7.OAT.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) ([CCSS 7.EE.4](http://www.corestandards.org/Math/Content/7/EE/)) | Section 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.6b, 4.1, 4.2, 4.3, 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can represent, graph, analyze and generalize patterns, ratios, and inequalities using symbolic rules. ([NAD 7.OAT.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Operations%20and%20Algebraic%20Thinking.pdf)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MEASUREMENT (NAD)** | | | | | | | | | | | | | | | | | | | | | |
| I can convert between a variety of standard and metric measures (e.g., in to cm, cm to in, etc). ([NAD 7.M.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Measurement.pdf)) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **GEOMETRY (NAD / CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can 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. ([NAD 7.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 7.G.1](http://www.corestandards.org/Math/Content/7/G/)) | Section 5.1, 5.2, 5.3, 5.4, 5.4b, 5.5, 5.6, 5.7, 6.1 / Topic 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can draw geometric shapes with given conditions. ([NAD 7.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 7.G.1](http://www.corestandards.org/Math/Content/7/G/)) | Section 5.1, 5.2, 5.3, 5.4, 5.4b, 5.5, 5.6, 5.7, 6.1 / Topic 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can 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.  ([NAD 7.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 7.G.2](http://www.corestandards.org/Math/Content/7/G/)) | Section 5.1, 5.2, 5.3, 5.4, 5.4b, 5.5, 5.6, 5.7, 6.1 / Topic 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can describe the two-dimensional figures that result from slicing three-dimensional figures, like plane sections of right rectangular prisms and right rectangular pyramids.  ([NAD 7.GEO.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 7.G.3](http://www.corestandards.org/Math/Content/7/G/)) | Section 5.1, 5.2, 5.3, 5.4, 5.4b, 5.5, 5.6, 5.7, 6.1 / Topic 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can know the formulas for the area and circumference of a circle and use them to solve problems as well as know the relationship between circumference and area of a circle. ([NAD 7.GEO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 7.G.4](http://www.corestandards.org/Math/Content/7/G/)) | Section 6.2, 6.2b, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 / Topic 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can 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. ([NAD 7.GEO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 7.G.5](http://www.corestandards.org/Math/Content/7/G/)) | Section 6.2, 6.2b, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 / Topic 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can solve real-world problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. ([NAD 7.GEO.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Geometry.pdf)) ([CCSS 7.G.6](http://www.corestandards.org/Math/Content/7/G/)) | Section 6.2, 6.2b, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 / Topic 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **DATA ANALYSIS, STATISTICS, AND PROBABILITY (NAD) / STATISTICS AND PROBABILITY (CCSS)** | | | | | | | | | | | | | | | | | | | | | |
| I can understand that statistics can be used to gain information about a population by examining a sample of the population and that generalizations are valid only if the sample is representative of that population.  ([NAD 7.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.1](http://www.corestandards.org/Math/Content/7/SP/)) | Section 8.1, 8.2, 8.3, 8.4, 8.4b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can use data from a random sample to draw inferences about a population with an unknown characteristic of interest.  ([NAD 7.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.2](http://www.corestandards.org/Math/Content/7/SP/)) | Section 8.1, 8.2, 8.3, 8.4, 8.4b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can generate multiple samples of the same size to gauge the variation in estimates or predictions. ([NAD 7.DSP.1](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.2](http://www.corestandards.org/Math/Content/7/SP/)) | Section 8.1, 8.2, 8.3, 8.4, 8.4b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can draw informal comparative inferences about two populations using mean, median, mode, and midrange.  ([NAD 7.DSP.2](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.3-4](http://www.corestandards.org/Math/Content/7/SP/)) | Section 8.4b |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.  ([NAD 7.DSP.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.5](http://www.corestandards.org/Math/Content/7/SP/)) | Section 9.1, 9.2, 9.3, 9.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand that 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. ([NAD 7.DSP.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.5](http://www.corestandards.org/Math/Content/7/SP/)) | Section 9.1, 9.2, 9.3, 9.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can 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.  ([NAD 7.DSP.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.6](http://www.corestandards.org/Math/Content/7/SP/)) | Section 9.1, 9.2, 9.3, 9.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events. ([NAD 7.DSP.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.7](http://www.corestandards.org/Math/Content/7/SP/)) | Section 9.1, 9.2, 9.3, 9.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can develop a probability model by observing frequencies in data generated from a chance process. ([NAD 7.DSP.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.7](http://www.corestandards.org/Math/Content/7/SP/)) | Section 9.1, 9.2, 9.3, 9.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. ([NAD 7.DSP.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.8](http://www.corestandards.org/Math/Content/7/SP/)) | Section 9.1, 9.2, 9.3, 9.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams as well as identify the outcomes in the sample space that compose the event. ([NAD 7.DSP.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.8](http://www.corestandards.org/Math/Content/7/SP/)) | Section 9.1, 9.2, 9.3, 9.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I can design and use a simulation to generate frequencies for compound events.  ([NAD 7.DSP.3](http://adventisteducation.org/downloads/pdf/Elementary%20Math%20Standards%20Data%20Analysis%20Statistics%20and%20Probability.pdf)) ([CCSS 7.SP.8](http://www.corestandards.org/Math/Content/7/SP/)) | Section 9.1, 9.2, 9.3, 9.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |