**Publisher/Developer:** Agile Mind Educational Holdings, Inc

**Program Title:**  California Mathematics 7

**Components**: Topic# Lesson# (T# L#);   
Lesson activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)  
***Note:*** *LA pages are supported by Deliver instruction for educators and by SAS Qs when appropriate*

Approved by the State Board of Education January 18, 2024

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# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-0) Standards Map Template Grade Seven

## Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer’s program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers/developers should show how these relate to the Framework’s Big Ideas.
3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

| **Major conceptual ideas in the program** | **How do the program’s major conceptual ideas map to the framework’s Big Ideas?** | **How are standards covered under the major conceptual ideas?** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| Proportional reasoning and relationships | The course begins with what it means for relationships to be proportional and how to use proportional relationships to solve problems. Students start with a study of ratios and applications of ratios to scale drawings. This maps to the Big Ideas of Scale Drawings and Proportional Relationships. Next students investigate unit rates and relate unit rates to the constant of proportionality, then investigate proportional relationships using tables, graphs, and equations. This maps to the Big Ideas of Unit Rates in the World and Graphing Relationships. Finally, students investigate applications of percents as proportional relationships. | This unit substantially covers the standards 7.RP.1-3, 7.G.1, and 7.EE.4. Several of these standards will be revisited later in the course. |  |  |  |
| Integer and rational number applications | Next, students extend operations of rational numbers to integers and signed fractions and decimals. In doing so, students utilize vertical and horizontal number lines and conceptualize absolute value as the distance from zero on the number line, as well as opposites and additive inverses. Students work toward fluency with all rational number operations and use these skills to solve mathematical and real world problems. Students will utilize skills with rational number operations later in Big Ideas such as Probability Models, Visualize Populations, and Shapes in the World. | This unit covers the standards 7.NS.1-3 and 7.EE.3 and reinforces 7.RP.1. |  |  |  |
| Equations and inequalities | With new rational number operations in hand, students move to write expressions, equations, and inequalities to represent problems. Students generate equivalent expressions, solve problems leading to equations and inequalities, and solve equations fluently. Students solve inequalities and learn to represent their solutions on a number line. This relates to the Big Idea of Unit Rates in the World. | This unit covers standards 7.EE.1,2, and 4. It reinforces the work of 7.EE.3. |  |  |  |
| Data analysis and probability | Students apply and reinforce their proportional reasoning skills to developing probability models, mapping to the Big Idea of Probability Models. Students then move to considering populations through random samples - displaying and comparing visual plots alongside measures of variability and center to make inferences and consider implications, mapping to the Big Idea of Visualize Populations. Students then dig deeper into simulations of simple and compound events, bringing the two areas together. | This unit covers 7.SP.1-8. It reinforces many other standards of proportionality, operations, and expressions and equations. |  |  |  |
| Geometry | Students’ exploration of geometry begins with exploring relationships between angles, relating to the Big Ideas of Angle Relationships and 2-D and 3-D Connections. They then turn to other real world 2-D shapes, including circumference and area of circles, area of polygons, triangles, and special quadrilaterals, picking up the Big Idea of Shapes in the World. Students stay with this Big Idea when they next investigate surface area, volume, and slices of plane figures. Finally, with the new understanding of area, students revisit proportional change in length and area, mapping to the Big Idea of Scale Drawings. | This unit returns to and completes the standards 7.EE.3-4 and covers standards 7.G.1-6. |  |  |  |

Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*’s Big Ideas throughout the grade levels, see [chapter 6](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter6.docx&wdOrigin=BROWSELINK) (TK–grade 2 and grades 3–5) and [chapter 7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter7.docx&wdOrigin=BROWSELINK) (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include boththe content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

## Standards for Mathematical Practice

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| MP.1 | Make sense of problems and persevere in solving them. | [T1 L6 MARS Task](https://trainreview3.agilemind.com/LMS/content/work/07m7_04z_RatiosUse/resources/07m7_04_UsingrRatios_MARS_MixingPaints-student.pdf)  [T1 L6 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_6_deliver/lesson6_deliver/deliver_instruction_6.html)  [T7 L10 CR2](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_CR2-student.pdf)  [T11 L5 CR1](https://trainreview3.agilemind.com/LMS/content/work/08_04z_DesignExperiments/resources/0804_DesignExperiments_CR1-student.pdf) |  |  |  |
| MP.2 | Reason abstractly and quantitatively. | [T1 L5, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_5/lesson5_activities/page2.html)  [T6 L3, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson3_activities/lesson3_activities/page2.html),[7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson3_activities/lesson3_activities/page7.html)  [T8 L2, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson2_activities/lesson2_activities/page2.html) |  |  |  |
| MP.3 | Construct viable arguments and critique the reasoning of others. | [T10 L10 Literacy Task](https://trainreview3.agilemind.com/LMS/content/work/08_01z_DataRepresentInterpret/resources/0801_DataRepresentInterpret_B11_LTSAS-student.pdf)  [T10 L10 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_deliver_instruction_10/deliver_instruction_10/deliver_instruction_10.html)  [T3 L8 MARS Task](https://trainreview3.agilemind.com/LMS/content/work/17_11z_PatternsRelationships/resources/17_11_PatternsRelationships_MARS_TilingSquares-student.pdf)  [T3 L8 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html)  [T15 L3 MARS Task](https://trainreview3.agilemind.com/LMS/content/work/08m7cc_16z_GeomChangeEffects/resources/08m7cc16_GeomChangeEffects_MARS_bakery-student.pdf)  [T15 L3 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7cc_16z_GeomChangeEffects/RES_deliver_instruction_3/deliver_instruction_3/deliver_instruction_3.html) |  |  |  |
| MP.4 | Model with mathematics. | [T1 L7, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_7/lesson7_activities/page3.html)  [T3 L5, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson5_activities/lesson5_activities/page2.html)  [T8 L2, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson2_activities/lesson2_activities/page2.html) |  |  |  |
| MP.5 | Use appropriate tools strategically. | [T8 L2, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson2_activities/lesson2_activities/page2.html)  [T8 L2 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html)  [T9 L9 SAS](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B9_SAS-student.pdf)  [T11 L5 CR1a-e](https://trainreview3.agilemind.com/LMS/content/work/08_04z_DesignExperiments/resources/0804_DesignExperiments_CR1-student.pdf)  [T11 L5 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_deliver_instruction_5/deliver_instruction_5/deliver_instruction_5.html) |  |  |  |
| MP.6 | Attend to precision. | [T2 L3 CR1](https://trainreview3.agilemind.com/LMS/content/work/08m7_05z_RatiosRates/resources/08m7_05_RatiosRates_CR1-student.pdf)  [T4 L8 MARS Task](https://trainreview3.agilemind.com/LMS/content/work/08_11z_PercentsApplications/resources/08_11_PercentsApplications_MARS_25_Sale-student.pdf)  [T4 L8 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_11z_PercentsApplications/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html)  [T13 L8 CR2](https://trainreview3.agilemind.com/LMS/content/work/17_14z_Solving2DShapes/resources/1714_Solving2DShapes_CR1-student.pdf) |  |  |  |
| MP.7 | Look for and make use of structure. | [T3 L3, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson3_activities/lesson3_activities/page2.html)  [T8 L4, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson4_activities/lesson4_activities/page2.html)  [T12 L5, LA p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson5_activities/lesson5_activities/page4.html) |  |  |  |
| MP.8 | Look for and express regularity in repeated reasoning. | [T6 L3, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson3_activities/lesson3_activities/page2.html),[7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson3_activities/lesson3_activities/page7.html)  [T8 L8, LA p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson8_activities/lesson8_activities/page7.html)  [T13 L2, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson2_activities/lesson2_activities/page2.html) |  |  |  |

## Grade-level Content Standards

### Domain: Ratios and Proportional Relationships

#### Cluster: Analyze proportional relationships and use them to solve real-world and mathematical problems.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units*.* | [T2 L4, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson4_activities/lesson4_activities/page2.html)  [T1 L4, SAS Q3](https://trainreview3.agilemind.com/LMS/content/work/07m7_04z_RatiosUse/resources/07m704_RatiosUse_B4_SAS-student.pdf)  [T1 L7, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_7/lesson7_activities/page2.html) (see second green check)  [T2 L6, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson6_activities/lesson6_activities/page6.html)  [T2 L1, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson1_activities/lesson1_activities/page4.html)  [T2 L4, Practice p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson4_practice/lesson4_practice/page5.html)  [T2 L9, Assessment p5-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson9_assessment/lesson9_assessment/page5.html),[10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson9_assessment/lesson9_assessment/page10.html) |  |  |  |
| 7.RP.2a | Recognize and represent proportional relationships between quantities. Decide whether two quantities are in a proportional relationship. | [T1 L1, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_1/lesson1_activities/page3.html)  [T1 L6, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_6_practice/lesson6_practice/page4.html)  [T1 L11, CR3](https://trainreview3.agilemind.com/LMS/content/work/07m7_04z_RatiosUse/resources/07m7_04_CR3-student.pdf)  [T1 L12, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_12/lesson12_assessment/page8.html)  [T3 L1, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson1_activities/lesson1_activities/page4.html)  [T3 L3, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson3_activities/lesson3_activities/page6.html)  [T3 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson4_activities/lesson4_activities/page2.html)  [T3 L5, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson5_activities/lesson5_activities/page5.html)  [T3 L6, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson6_activities/lesson6_activities/page3.html)  [T3 L7, SAS Q1f](https://trainreview3.agilemind.com/LMS/content/work/17_11z_PatternsRelationships/resources/1711z_PatternsRelationships_SAS7-student.pdf)  [T3 L10, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson10_assessment/lesson10_assessment/page5.html),[10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson10_assessment/lesson10_assessment/page10.html) |  |  |  |
| 7.RP.2b | Recognize and represent proportional relationships between quantities. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. | [T2 L6, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson6_activities/lesson6_activities/page2.html)  [T2 L2, SAS Q3](https://trainreview3.agilemind.com/LMS/content/work/08m7_05z_RatiosRates/resources/08m705_RatiosRates_B2_SAS-student.pdf)  [T2 L8, CR2](https://trainreview3.agilemind.com/LMS/content/work/08m7_05z_RatiosRates/resources/08m7_05_RatiosRates_CR2-student.pdf)  [T2 L9, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson9_assessment/lesson9_assessment/page2.html),[4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson9_assessment/lesson9_assessment/page4.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson9_assessment/lesson9_assessment/page6.html),[9-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson9_assessment/lesson9_assessment/page9.html)  [T3 L2, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson2_activities/lesson2_activities/page3.html) (see panel 2)  [T3 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson2_activities/lesson2_activities/page2.html) (see panel 7)  [T3 L2, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson2_activities/lesson2_activities/page5.html)  [T3 L2, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson2_practice/lesson2_practice/page3.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson2_practice/lesson2_practice/page5.html)  [T3 L3, Practice p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson3_practice/lesson3_practice/page3.html)  [T3 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson4_activities/lesson4_activities/page2.html)  [T3 L6, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson6_practice/lesson6_practice/page4.html)  [T3 L10, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson10_assessment/lesson10_assessment/page1.html),[4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson10_assessment/lesson10_assessment/page4.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson10_assessment/lesson10_assessment/page6.html) |  |  |  |
| 7.RP.2c | Recognize and represent proportional relationships between quantities. Represent proportional relationships by equations. | [T2 L6, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson6_activities/lesson6_activities/page4.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson6_activities/lesson6_activities/page7.html)  [T2 L6, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson6_practice/lesson6_practice/page2.html)  [T2 L7, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson7_activities/lesson7_activities/page3.html)  [T2 L7, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson7_practice/lesson7_practice/page3.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson7_practice/lesson7_practice/page5.html)  [T2 L8, CR2](https://trainreview3.agilemind.com/LMS/content/work/08m7_05z_RatiosRates/resources/08m7_05_RatiosRates_CR2-student.pdf) |  |  |  |
| 7.RP.2d | Recognize and represent proportional relationships between quantities. 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. | [T2 L6, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson6_activities/lesson6_activities/page2.html) (see especially panel 5)  [T2 L7, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_lesson7_practice/lesson7_practice/page2.html)  [T3 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson2_activities/lesson2_activities/page2.html) (see panels 1-4)  [T3 L3, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson3_activities/lesson3_activities/page2.html) (see panel 1)  [T3 L4, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson4_activities/lesson4_activities/page3.html) (see panels 2, 4-5)  [T3 L4, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson4_practice/lesson4_practice/page2.html)  [T3 L10, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson10_assessment/lesson10_assessment/page4.html) |  |  |  |
| 7.RP.3 | Use proportional relationships to solve multistep ratio and percent problems. | [T1 L6, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/07m7_04z_RatiosUse/resources/07m7_04_UsingrRatios_MARS_MixingPaints-student.pdf)  [T1 L6, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_6_practice/lesson6_practice/page3.html), [5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_6_practice/lesson6_practice/page5.html)  [T1 L7, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_7/lesson7_activities/page2.html)  [T1 L8, CR1](https://trainreview3.agilemind.com/LMS/content/work/07m7_04z_RatiosUse/resources/07m7_04_CR1-student.pdf)  [T1 L12, Assessment p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_12/lesson12_assessment/page1.html)  [T4 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_11z_PercentsApplications/RES_lesson2_activities/lesson2_activities/page4.html)  [T4 L3, LA p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_11z_PercentsApplications/RES_lesson3_activities/lesson3_activities/page3.html)  [T4 L3, SAS Q7](https://trainreview3.agilemind.com/LMS/content/work/08_11z_PercentsApplications/resources/0811_PercentsApplications_B3_SAS-student.pdf)  [T4 L12, Assessment p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_11z_PercentsApplications/RES_lesson12_assessment/lesson12_assessment/page1.html) |  |  |  |

### Domain: The Number System

**Cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 7.NS.1a | 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. Describe situations in which opposite quantities combine to make 0. | [T5 L1, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson1_activities/lesson1_activities/page3.html)  [T5 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson3_activities/lesson3_activities/page3.html) (see panel 5)  [T5 L5, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson5_activities/lesson5_activities/page2.html) (see panel 1)  [T5 L5, CR 1c](https://trainreview3.agilemind.com/LMS/content/work/07_10z_IntegersAddSubtract/resources/0710_IntegersAddSubtract_CR1-student.pdf)  [T5 L7, Assessment p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson7_assessment/lesson7_assessment/page6.html) |  |  |  |
| 7.NS.1b | 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. Understand *p + q* as the number located a distance absolute value of 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. | [T5 L3, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson3_activities/lesson3_activities/page2.html)  [T5 L3, Practice p1-2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson3_practice/lesson3_practice/page1.html),[5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson3_practice/lesson3_practice/page5.html)  [T5 L5, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson5_activities/lesson5_activities/page2.html)  [T5 L5, CR1](https://trainreview3.agilemind.com/LMS/content/work/07_10z_IntegersAddSubtract/resources/0710_IntegersAddSubtract_CR1-student.pdf)  [T5 L6, Practice p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson6_practice/lesson6_practice/page1.html)  [T5 L7, Assessment p8-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson7_assessment/lesson7_assessment/page8.html) |  |  |  |

| 7.NS.1c | 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. Understand subtraction of rational numbers as adding the additive inverse,  p minus q equals p plus negative 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. | [T5 L4, LA p2-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson4_activities/lesson4_activities/page2.html)  [T5 L4, SAS Q12](https://trainreview3.agilemind.com/LMS/content/work/07_10z_IntegersAddSubtract/resources/0710_IntegersAddSubtract_B4_SAS-student.pdf)  [T5 L5, CR1](https://trainreview3.agilemind.com/LMS/content/work/07_10z_IntegersAddSubtract/resources/0710_IntegersAddSubtract_CR1-student.pdf)  [T5 L7, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson7_assessment/lesson7_assessment/page1.html),[2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson7_assessment/lesson7_assessment/page2.html),[4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson7_assessment/lesson7_assessment/page4.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson7_assessment/lesson7_assessment/page6.html),[10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson7_assessment/lesson7_assessment/page10.html)  [T7 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson4_activities/lesson4_activities/page2.html)  [T7 L4, Practice p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson4_practice/lesson4_practice/page2.html) |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7.NS.1d | 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. Apply properties of operations as strategies to add and subtract rational numbers. | [T5 L4, LA p5-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson4_activities/lesson4_activities/page5.html)  [T5 L4, SAS Q13](https://trainreview3.agilemind.com/LMS/content/work/07_10z_IntegersAddSubtract/resources/0710_IntegersAddSubtract_B4_SAS-student.pdf)  [T5 L7, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_10z_IntegersAddSubtract/RES_lesson7_assessment/lesson7_assessment/page1.html)  [T6 L3, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson3_activities/lesson3_activities/page4.html)  [T6 L6, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson6_activities/lesson6_activities/page2.html)  [T6 L6, SAS Q2a-c](https://trainreview3.agilemind.com/LMS/content/work/07_11z_IntegersMultiplyDivide/resources/0711_IntegersMultiplyDivide_B6_SAS-student.pdf)  [T6 L7, CR1](https://trainreview3.agilemind.com/LMS/content/work/07_11z_IntegersMultiplyDivide/resources/0711_IntegersMultiplyDivide_CR1-student.pdf)  [T7 L11, Assessment p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson11_assessment/lesson11_assessment/page4.html) |  |  |  |
| 7.NS.2a | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 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  negative one times negative one equals one and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. | [T6 L2, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson2_practice/lesson2_practice/page4.html)  [T6 L3, LA p4-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson3_activities/lesson3_activities/page4.html)  [T6 L4, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson4_practice/lesson4_practice/page2.html),[4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson4_practice/lesson4_practice/page4.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson4_practice/lesson4_practice/page6.html)  [T6 L6, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson6_activities/lesson6_activities/page2.html)  [T6 L7, CR1](https://trainreview3.agilemind.com/LMS/content/work/07_11z_IntegersMultiplyDivide/resources/0711_IntegersMultiplyDivide_CR1-student.pdf)  [T6 L8, Assessment p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson8_assessment/lesson8_assessment/page1.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson8_assessment/lesson8_assessment/page7.html) |  |  |  |
| 7.NS.2b | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 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  the negative of the quantity p divided by q equals negative p divided by q equals p divided by negative qInterpret quotients of rational numbers by describing real world contexts. | [T6 L4, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson4_activities/lesson4_activities/page2.html)  [T6 L5, Practice p1-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson5_practice/lesson5_practice/page1.html)  [T6 L8, Assessment p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson8_assessment/lesson8_assessment/page7.html),[8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson8_assessment/lesson8_assessment/page8.html),[13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson8_assessment/lesson8_assessment/page13.html) |  |  |  |
| 7.NS.2c | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Apply properties of operations as strategies to multiply and divide rational numbers. | [T6 L3, LA p4-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson3_activities/lesson3_activities/page4.html)  [T6 L6, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson6_activities/lesson6_activities/page2.html)  [T6 L6, SAS Q2a-c](https://trainreview3.agilemind.com/LMS/content/work/07_11z_IntegersMultiplyDivide/resources/0711_IntegersMultiplyDivide_B6_SAS-student.pdf)  [T6 L7, CR1](https://trainreview3.agilemind.com/LMS/content/work/07_11z_IntegersMultiplyDivide/resources/0711_IntegersMultiplyDivide_CR1-student.pdf)  [T6 L8, Assessment p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson8_assessment/lesson8_assessment/page3.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson8_assessment/lesson8_assessment/page7.html) |  |  |  |
| 7.NS.2d | Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. 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. | [T7 L1, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson1_activities/lesson1_activities/page4.html)  [T7 L2, SAS Q8a-e](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_B2_SAS-student.pdf)  [T7 L7, SAS Q10](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_B7_SAS-student.pdf)  [T7 L11, Assessment p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson11_assessment/lesson11_assessment/page3.html) |  |  |  |
| 7.NS.3 | Solve real-world and mathematical problems involving the four operations with rational numbers.[[2]](#footnote-1) | [T7 L2, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson2_activities/lesson2_activities/page2.html)  [T7 L3, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson3_activities/lesson3_activities/page2.html)  [T7 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson4_activities/lesson4_activities/page2.html)  [T7 L7, LA p4-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson7_activities/lesson7_activities/page4.html)  [T7 L7, Practice p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson7_practice/lesson7_practice/page2.html)  [T7 L8, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson8_practice/lesson8_practice/page2.html)  [T7 L9, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson9_activities/lesson9_activities/page4.html),[7-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson9_activities/lesson9_activities/page7.html)  [T7 L10, CR2](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_CR2-student.pdf)  [T7 L11, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson11_assessment/lesson11_assessment/page1.html),[4-15](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson11_assessment/lesson11_assessment/page4.html) |  |  |  |

### Domain: Expressions and Equations

#### Cluster: Use properties of operations to generate equivalent expressions.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 7.EE.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | [T7 L8, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson8_activities/lesson8_activities/page5.html)  [T7 L8, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson8_practice/lesson8_practice/page2.html)  [T8 L4, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson4_activities/lesson4_activities/page2.html)  [T8 L4, SAS Q11a-d, 12a-d, 13a-c](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_B4_SAS-student.pdf)  [T8 L6, CR1](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_CR1-student.pdf)  [T8 L11, Assessment p13-14](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page13.html) |  |  |  |
| 7.EE.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. | [T8 L4, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson4_activities/lesson4_activities/page2.html)  [T8 L5, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson5_activities/lesson5_activities/page5.html)  [T8 L5, SAS Q5-6](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_B5_SAS-student.pdf)  [T8 L6, CR1.a1](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_CR1-student.pdf)  [T8 L7, LA p12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson7_activities/lesson7_activities/page12.html) |  |  |  |

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

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 7.EE.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. | [T7 L2, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson2_activities/lesson2_activities/page2.html)  [T7 L3, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson3_activities/lesson3_activities/page2.html)  [T7 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson4_activities/lesson4_activities/page2.html)  [T7 L5, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson5_activities/lesson5_activities/page2.html)  [T7 L7, LA p4-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson7_activities/lesson7_activities/page4.html)  [T7 L7, Practice p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson7_practice/lesson7_practice/page2.html)  [T7 L8, Practice p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson8_practice/lesson8_practice/page2.html)  [T7 L10, CR2](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_CR2-student.pdf)  [T7 L11, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson11_assessment/lesson11_assessment/page1.html),[4-15](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson11_assessment/lesson11_assessment/page4.html)  [T13 L3, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson3_activities/lesson3_activities/page2.html)  [T13 L8, CR1](https://trainreview3.agilemind.com/LMS/content/work/17_14z_Solving2DShapes/resources/1714_Solving2DShapes_CR1-student.pdf)  [T13 L8, CR3](https://trainreview3.agilemind.com/LMS/content/work/17_14z_Solving2DShapes/resources/1714_Solving2DShapes_CR3-student.pdf) |  |  |  |
| 7.EE.4a | 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. Solve word problems leading to equations of the form *px + q = r* and  p times the quantity x plus q equals 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. | [T8 L1, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson1_activities/lesson1_activities/page3.html)  [T8 L1, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson1_practice/lesson1_practice/page3.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson1_practice/lesson1_practice/page6.html)  [T8 L2, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson2_activities/lesson2_activities/page2.html)  [T8 L3, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson3_activities/lesson3_activities/page2.html)  [T8 L3, SAS Q10-12](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_B3_SAS-student.pdf)  [T8 L5, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson5_activities/lesson5_activities/page2.html)  [T8 L5, SAS Q5-8](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_B5_SAS-student.pdf)  [T8 L6, CR1](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_CR1-student.pdf)  [T8 L6, CR2 part d](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_CR2-student.pdf)  [T8 L7, LA p9-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson7_activities/lesson7_activities/page9.html)  [T8 L11, Assessment p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page2.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page6.html),[10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page10.html),[15](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page15.html) |  |  |  |
| 7.EE.4b | 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. 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. | [T8 L8, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson8_activities/lesson8_activities/page2.html)  [T8 L8, SAS Q14-18](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_B8_SAS-student.pdf)  [T8 L9, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson9_activities/lesson9_activities/page2.html)  [T8 L9, SAS Q11-14](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_B9_SAS-student.pdf)  [T8 L10, CR3 a-b](https://trainreview3.agilemind.com/LMS/content/work/17_12z_EquationsInequalities/resources/1712_EquationsInequalities_CR3-student.pdf)  [T8 L10, Practice p1-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson10_practice/lesson10_practice/page1.html), [10-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson10_practice/lesson10_practice/page10.html)  [T8 L11, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page5.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page7.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page9.html),[12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page12.html) |  |  |  |

### Domain: Geometry

#### Cluster: Draw, construct, and describe geometrical figures and describe the relationships between them.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 7.G.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. | [T1 L1, SAS Q6](https://trainreview3.agilemind.com/LMS/content/work/07m7_04z_RatiosUse/resources/07m704_RatiosUse_B1_SAS-student.pdf)  [T1 L2, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_2/lesson2_activities/page2.html)  [T1 L4, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_4/lesson4_activities/page2.html)  [T1 L5, Practice p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_5_practice/lesson5_practice/page1.html)  [T1 L7, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_7/lesson7_activities/page2.html)  [T1 L7, SAS Q6](https://trainreview3.agilemind.com/LMS/content/work/07m7_04z_RatiosUse/resources/07m704_RatiosUse_B7_SAS-student.pdf)  [T1 L12, Assessment p8-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_12/lesson12_assessment/page8.html) |  |  |  |
| 7.G.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. | [T12 L5, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson5_activities/lesson5_activities/page2.html)  [T12 L5, SAS Q5](https://trainreview3.agilemind.com/LMS/content/work/17_13z_AnglesTriangles/resources/1713_AnglesTriangles_B5_SAS-student.pdf)  [T12 L6, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson6_activities/lesson6_activities/page2.html)  [T12 L6, SAS Q8-9](https://trainreview3.agilemind.com/LMS/content/work/17_13z_AnglesTriangles/resources/1713_AnglesTriangles_B6_SAS-student.pdf)  [T12 L7, SAS Q1-2](https://trainreview3.agilemind.com/LMS/content/work/17_13z_AnglesTriangles/resources/1713_AnglesTriangles_B7_SAS-student.pdf)  [T12 L7, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson7_practice/lesson7_practice/page4.html)  [T12 L8, Assessment p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson8_assessment/lesson8_assessment/page7.html) |  |  |  |
| 7.G.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. | [T14 L7, LA p2-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson7_activities/lesson7_activities/page2.html)  [T14 L7, Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson7_practice/lesson7_practice/page1.html)  [T14 L8, Assessment p7-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson8_assessment/lesson8_assessment/page7.html) |  |  |  |

#### Cluster: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | [T13 L2, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson2_activities/lesson2_activities/page2.html)  [T13 L2, Practice p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson2_practice/lesson2_practice/page2.html)  [T13 L3, LA p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson3_activities/lesson3_activities/page5.html)  [T13 L7, LA p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson7_activities/lesson7_activities/page3.html)  [T13 L7, SAS Q3-4](https://trainreview3.agilemind.com/LMS/content/work/17_14z_Solving2DShapes/resources/1714_Solving2DShapes_B7_SAS-student.pdf)  [T13 L9, Assessment p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson9_assessment/lesson9_assessment/page3.html),[6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson9_assessment/lesson9_assessment/page6.html),[9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson9_assessment/lesson9_assessment/page9.html) |  |  |  |
| 7.G.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. | [T12 L2, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson2_activities/lesson2_activities/page6.html)  [T12 L3, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson3_activities/lesson3_activities/page2.html)  [T12 L4, SAS Q1-3](https://trainreview3.agilemind.com/LMS/content/work/17_13z_AnglesTriangles/resources/1713_AnglesTriangles_B4_SAS-student.pdf)  [T12 L4, CR1](https://trainreview3.agilemind.com/LMS/content/work/17_13z_AnglesTriangles/resources/1713_AnglesTriangles_CR1-student.pdf)  [T12 L4, Practice p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson4_practice/lesson4_practice/page3.html)  [T12 L8, Assessment p1-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_13z_AnglesTriangles/RES_lesson8_assessment/lesson8_assessment/page1.html) |  |  |  |
| 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. | [T13 L4, LA p7-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson4_activities/lesson4_activities/page7.html)  [T13 L4, Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson4_practice/lesson4_practice/page1.html)  [T13 L5, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson5_activities/lesson5_activities/page2.html)  [T13 L5, Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson5_practice/lesson5_practice/page1.html)  [T13 L6, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson6_activities/lesson6_activities/page2.html)  [T13 L9, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson9_assessment/lesson9_assessment/page5.html), [8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson9_assessment/lesson9_assessment/page8.html), [10-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_14z_Solving2DShapes/RES_lesson9_assessment/lesson9_assessment/page10.html)  [T14 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson2_activities/lesson2_activities/page2.html)  [T14 L2, Practice p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson2_practice/lesson2_practice/page2.html)  [T14 L3, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson3_activities/lesson3_activities/page2.html)  [T14 L3, Practice p1-9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson3_practice/lesson3_practice/page1.html)  [T14 L4, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson4_activities/lesson4_activities/page2.html)  [T14 L4, Practice p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson4_practice/lesson4_practice/page2.html)  [T14 L8, Assessment p1-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_lesson8_assessment/lesson8_assessment/page1.html) |  |  |  |

### Domain: Statistics and Probability

#### Cluster: Use random sampling to draw inferences about a population.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | [T10 L1, LA p4-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson1_activities/lesson1_activities/page4.html)  [T10 L1, Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson1_practice/lesson1_practice/page1.html)  [T10 L2, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson2_activities/lesson2_activities/page2.html)  [T10 L6, CR1d](https://trainreview3.agilemind.com/LMS/content/work/08_01z_DataRepresentInterpret/resources/0801_DataRepresentInterpret_CR1-student.pdf)  [T10 L8, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson8_practice/lesson8_practice/page5.html)  [T10 L12, Assessment p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson12_assessment/lesson12_assessment/page1.html),[11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson12_assessment/lesson12_assessment/page11.html) |  |  | DZ fixed |
| 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. | [T10 L3, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson3_activities/lesson3_activities/page2.html)  [T10 L3, Practice p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson3_practice/lesson3_practice/page2.html)  [T10 L5, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson5_activities/lesson5_activities/page2.html)  [T10 L8, Practice p5-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson8_practice/lesson8_practice/page5.html)  [T10 L10, Literacy Task](https://trainreview3.agilemind.com/LMS/content/work/08_01z_DataRepresentInterpret/resources/0801_DataRepresentInterpret_B11_LTSAS-student.pdf)  [T10 L12, Assessment p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson12_assessment/lesson12_assessment/page3.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson12_assessment/lesson12_assessment/page7.html),[13](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson12_assessment/lesson12_assessment/page13.html) |  |  | DZ fixed |

#### Cluster: Draw informal comparative inferences about two populations.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | [T10 L6, CR1e-f](https://trainreview3.agilemind.com/LMS/content/work/08_01z_DataRepresentInterpret/resources/0801_DataRepresentInterpret_CR1-student.pdf)  [T10 L7, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson7_activities/lesson7_activities/page2.html)  [T10 L7, Practice p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson7_practice/lesson7_practice/page5.html)  [T10 L8, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/08_01z_DataRepresentInterpret/resources/0801_DataRepresentInterpret_MARS_BestGuess-student.pdf)  [T10 L8, Practice p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson8_practice/lesson8_practice/page8.html)  [T10 L10, Literacy Task](https://trainreview3.agilemind.com/LMS/content/work/08_01z_DataRepresentInterpret/resources/0801_DataRepresentInterpret_B11_LTSAS-student.pdf)  [T10 L12, Assessment p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson12_assessment/lesson12_assessment/page9.html) |  |  | DZ ok |
| 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. | [T10 L5, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson5_activities/lesson5_activities/page2.html)  [T10 L5, Practice p3-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson5_practice/lesson5_practice/page3.html)  [T10 L7, LA p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson7_activities/lesson7_activities/page2.html)  [T10 L7, Practice p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson7_practice/lesson7_practice/page6.html)  [T10 L8, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/08_01z_DataRepresentInterpret/resources/0801_DataRepresentInterpret_MARS_BestGuess-student.pdf)  [T10 L8, Practice p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson8_practice/lesson8_practice/page8.html)  [T10 L10, Literacy Task](https://trainreview3.agilemind.com/LMS/content/work/08_01z_DataRepresentInterpret/resources/0801_DataRepresentInterpret_B11_LTSAS-student.pdf)  [T10 L12, Assessment p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson12_assessment/lesson12_assessment/page2.html),[4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson12_assessment/lesson12_assessment/page4.html) |  |  | DZ ok |

#### Cluster: Investigate chance processes and develop, use, and evaluate probability models.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met**  **Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 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. | [T9 L1, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson1_activities/lesson1_activities/page2.html)  [T9 L2, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson2_activities/lesson2_activities/page2.html)  [T9 L4, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson4_activities/lesson4_activities/page2.html)  [T9 L5, LA p2-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson5_activities/lesson5_activities/page2.html)  [T9 L6 MARS Task](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_MARS_counters-student.pdf)  [T9 L9, SAS Q1a-e](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B9_SAS-student.pdf)  [T9 L10, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson10_activities/lesson10_activities/page2.html) (see panels 4-5)  [T9 L13, CR3 part d](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_CR3-student.pdf)  [T9 L14, Assessment p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson14_assessment/lesson14_assessment/page3.html) |  |  | DZ ok |
| 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. | [T9 L1, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson1_activities/lesson1_activities/page2.html)  [T9 L1, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson1_practice/lesson1_practice/page4.html)  [T9 L2, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson2_practice/lesson2_practice/page2.html)  [T9 L3, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson3_activities/lesson3_activities/page2.html)  [T9 L3, SAS Q2a-e](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B3_SAS-student.pdf)  [T9 L3, Practice p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson3_practice/lesson3_practice/page3.html)  [T11 L2, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_lesson2_practice/lesson2_practice/page4.html) |  |  | DZ fixed |
| 7.SP.7a | 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. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. | [T9 L2, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson2_activities/lesson2_activities/page2.html)  [T9 L2, Practice p2-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson2_practice/lesson2_practice/page2.html)  (uniform probability model starts on p5)  [T9 L3, Practice p5-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson3_practice/lesson3_practice/page5.html)  [T9 L3, SAS Q2a-e](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B3_SAS-student.pdf)  [T9 L13, SAS Q3](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B13_SAS-student.pdf) (see whole sheet for comparison)  [T9 L13, CR3](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_CR3-student.pdf)  [T9, L14, Assessment p4-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson14_assessment/lesson14_assessment/page4.html) |  |  |  |
| 7. SP.7b | 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. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. | [T9 L1, LA p2-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson1_activities/lesson1_activities/page2.html)  [T9 L1, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson1_practice/lesson1_practice/page4.html)  [T9 L2, Practice p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson2_practice/lesson2_practice/page2.html)  [T9 L3, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson3_activities/lesson3_activities/page2.html)  [T9 L3, SAS Q2a-e](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B3_SAS-student.pdf)  [T9 L3, Practice p3-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson3_practice/lesson3_practice/page3.html)  [T11 L2, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_lesson2_practice/lesson2_practice/page4.html)  [T9 L13, SAS Q1-2](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B13_SAS-student.pdf) (see whole sheet for comparison)  [T9 L13, CR3](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_CR3-student.pdf) |  |  |  |
| 7.SP.8a | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. 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. | [T9 L7, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson7_activities/lesson7_activities/page3.html) (see panels 4-5)  [T9 L7, SAS Q4b-e](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B7_SAS-student.pdf)  [T9 L8, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_activities/lesson8_activities/page2.html) (see panels 6-8)  [T9 L8, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_activities/lesson8_activities/page4.html) (see panels 3,5-6)  [T9 L8, Practice p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_practice/lesson8_practice/page4.html),[8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_practice/lesson8_practice/page8.html)  [T9 L14, Assessment p8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson14_assessment/lesson14_assessment/page8.html),[10-12](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson14_assessment/lesson14_assessment/page10.html) |  |  |  |
| 7.SP.8b | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event. | [T9 L7, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson7_activities/lesson7_activities/page3.html) (see panels 1-3)  [T9 L7, SAS Q4a](https://trainreview3.agilemind.com/LMS/content/work/07m7_09z_ProbabilityFoundation/resources/07m709_ProbabilityFoundation_B7_SAS-student.pdf)  [T9 L8, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_activities/lesson8_activities/page2.html) (see panels 1-6)  [T9 L8, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_activities/lesson8_activities/page3.html)  [T9 L8, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_activities/lesson8_activities/page4.html) (see panels 1-2,4)  [T9 L8, Practice p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_practice/lesson8_practice/page3.html),[7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson8_practice/lesson8_practice/page7.html)  [T9 L14, Assessment p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_lesson14_assessment/lesson14_assessment/page5.html) |  |  |  |
| 7.SP.8c | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. Design and use a simulation to generate frequencies for compound events. | [T11 L1, LA p6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_lesson1_activities/lesson1_activities/page6.html)  [T11 L2, LA p2-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_lesson2_activities/lesson2_activities/page2.html)  [T11 L4, LA p2-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_lesson4_activities/lesson4_activities/page2.html)  [T11 L5, Practice p6-8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_lesson5_practice/lesson5_practice/page6.html)  [T11 L6, Assessment p1-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_lesson6_assessment/lesson6_assessment/page1.html), [7-10](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_lesson6_assessment/lesson6_assessment/page7.html) |  |  |  |

## Appendix: (Publisher/Developer, please enter any additional notes regarding the standards below.)

California Department of Education, October 2024

1. The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023. [↑](#footnote-ref-0)
2. Computations with rational numbers extend the rules for manipulating fractions to complex fractions. [↑](#footnote-ref-1)