A Correlation of

enVisionmath 2.0
SCOTT FORESMAN • ADDISON WESLEY

West Virginia, ©2019

to the

West Virginia Evaluation Criteria
Grade 7

Pearson

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to the West Virginia Evaluation Criteria
Group VI Mathematics Grade 7

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COURSE:	Group VI – Mathematics Grade 7	TITLE	**enVision**math**2.0** West Virginia Grade 7
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to the West Virginia Evaluation Criteria
Group VI Mathematics Grade 7

Table of Contents

SE = Student Edition   TE = Teacher's Edition

NON-NEGOTIABLE EVALUATION CRITERIA
2018-2024
Group VI – Mathematics
Grade 7

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
X			**1. INTER-ETHNIC** The **instructional** materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).	Inter-ethnic representations are evident throughout the **enVision**math**2.0** program. Illustrations, word-problems, assessments, examples, and extra materials include examples of different ethnicities and cultures. Students gain a sense that mathematics transcends differences in culture and ethnicity. See the following examples: **SE/TE:** F18; **Topic 1:** 45-50, 57-62; **Topic 2:** 91-96, 103-108, 121-126; **Topic 3:** 137-142; **Topic 4:** 213-218; **Topic 5:** 250; **Topic 6:** 329-334, 335-340; **Topic 7:** 350-352, 385-390; **Topic 8:** 427-434 **TE:** F18; **Topic 1:** 45A-50B, 57A-62B; **Topic 2:** 91A-96B, 103A-108B, 121A-126B; **Topic 3:** 137A-142B; **Topic 4:** 213A-218B; **Topic 6:** 329A-334B, 335A-340B, 385A-390B; **Topic 8:** 427A-434B
X			**2. EQUAL OPPORTUNITY** The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).	The **enVision**math**2.0 6-8 Grade 7** program offers examples of equal opportunity throughout each topic, lesson, example, and real-world problem. Men and women of different backgrounds and ethnicities are represented as achieving and contributing in equal ways to society. See the following examples: **SE/TE: Topic 1:** 39-44, 45-50, 63-68, 69-72; **Topic 2:** 85-90, 91-96, 115-120; **Topic 3:** 136-142, 149-154, 157-

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
			(Continued) **2. EQUAL OPPORTUNITY** The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).	162; **Topic 5:** 295-300; **Topic 6:** 311-318; **Topic 7:** 373-378, 397-402; **Topic 8:** 427-434 **TE: Topic 1:** 39A-44B, 45A-50B, 63A-68B, 69A; **Topic 2:** 85A-90B, 91A-96B, 115A-120B; **Topic 3:** 136A-142B, 149A-154B, 157A-162B; **Topic 5:** 295A-300B; **Topic 6:** 311A-318B; **Topic 7:** 373A-378B, 397A-402B; **Topic 8:** 427A-434B
X			**3. FORMAT** This resource is available as an option for adoption in an interactive electronic format.	**enVisionmath2.0 6-8 Grade 7** has both a digital Student Edition and Teacher edition etext, both found at www.pearsonrealize.com. It also includes robust digital courseware with instructional animations and interactives. The practice and homework exercises are available in both static and adaptive digital formats. All of the course assessments are available as digital assessments that are auto-scored. Additional digital resources include math tools and math games to use with each lesson. Teachers also benefit from an array of professional development videos, available at both the topic and lesson levels. See the following examples: **SE/TE: Topic 1:** 13-18, 31-36, 69-72; **Topic 4:** 201-206, 213-218, 219-220; **Topic 6:** 311-318, 335-340, 341-344; **Topic 8:** 421-426, 441-446, 455-458 **TE: Topic 1:** 13A-18B, 31A-36B, 69A; **Topic 4:** 201A-206B, 213A-218B, 219A; **Topic 6:** 311A-318B, 335A-340B, 341A; **Topic 8:** 421A-426B, 441A-446B, 455A

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Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
X			**4. BIAS** The instructional material is free of political bias.	The instructional material includes contextual and cross-curricular applications that are free from political bias. Students are given opportunities to explore and express their own feelings and perspectives, but there is no political commentary or philosophical bias embedded in the program content or presentation.

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GENERAL EVALUATION CRITERIA

2018-2024
Group VI – Mathematics
Grade 7

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means "examples of" and i.e. means that "each of" those items must be addressed**. Eighty percent of the general and eighty percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) **SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS**	(IMR Committee) Responses							
	I=In-depth, **A**=Adequate, **M**=Minimal, **N**=Nonexistent	**I**		**A**		**M**		**N**
	In addition to alignment of Content Standards, materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:							
Communication and Reasoning								
For student mastery of College- and Career-Readiness Standards, the instructional materials will include multiple strategies that provide students opportunities to:								
The **enVision**math**2.0 6-8 Grade 7** program enhances student learning as students internalize the connection between the problem situation and the representation of the problem with words, images, graphs, tables, and algebraic expressions and equations. Students make connections when asked questions such as, "What do the numbers in the problem represent?" and "How do the numbers relate?" See the following examples: **SE/TE: Topic 2:** 115-120, 121-126; **Topic 3:** 143-148, 149-154; **Topic 5:** 273-278, 279-284; **Topic 8:** 441-446, 459-464, 465-470 **TE: Topic 2:** 115A-120B, 121A-126B; **Topic 3:** 143A-148B, 149A-154B; **Topic 5:** 273A-278B, 279A-284B; **Topic 8:** 441A-446B, 459A-464B, 465A-470B	1. Explain the correspondence between equations, verbal descriptions, tables, and graphs.							

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This program guides students in asking questions such as, "What do you think the solution will be?" and "Why do you think that will be the solution?" By asking these types of questions, students begin to frame their solution pathway in a logical progression of steps. Then they are guided in verifying the accuracy of the conjectures they have made. See the following examples: **SE/TE: Topic 1:** 7-12, 13-18, 63-68; **Topic 4:** 189-194, 237-242; **Topic 6:** 319-326, 335-340; **Topic 7:** 361-366, 367-372, 397-402 **TE: Topic 1:** 7A-12B, 13A-18B, 63A-68B; **Topic 4:** 189A-194B, 237A-242B; **Topic 6:** 319A-326B, 335A-340B; **Topic 7:** 361A-366B, 367A-372B, 397A-402B	2. Make conjectures and build a logical progression of statements to explore the truth of their conjectures.							
Attending to correct logic and reasoning is a high priority in **enVisionmath2.0 6-8 Grade 7**. As students share their solutions, they are encouraged to share their thinking processes and also to ask others' input into their processes. This discussion leads to stronger and more thorough logic and reasoning processes. See the following examples: **SE/TE: Topic 2:** 97-102, 103-108; **Topic 4:** 213-218, 237-242; **Topic 6:** 319-326, 329-334, 335-340; **Topic 7:** 373-378, 391-396 **TE: Topic 2:** 97A-102B, 103A-108B; **Topic 4:** 213A-218B, 237A-242B; **Topic 6:** 319A-326B, 329A-334B, 335A-340B; **Topic 7:** 373A-378B, 391A-396B	3. Distinguish correct logic or reasoning from that which is flawed.							

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Students engage in lively exchange of ideas and arguments with each other as they work through their own process of solving real-world problems. Each lesson includes *Solve & Discuss It, Explore It,* and *Explain It* sections that walk students through a process of thinking and reasoning, while discussing the thinking and reasoning of others. See the following examples: **SE/TE: Topic 3:** 137-142, 157-162, 167-172; **Topic 6:** 319-326, 335-340; **Topic 7:** 385-390, 397-402; **Topic 8:** 459-464, 465-470 **TE: Topic 3:** 137A-142B, 157A-162B, 167A-172B; **Topic 6:** 319A-326B, 335A-340B; **Topic 7:** 385A-390B, 397A-402B; **Topic 8:** 459A-464B, 465A-470B	4. Justify their conclusions, communicate them to others, and respond to the arguments of others.							
Each lesson in the **enVision**math**2.0 6-8 Grade 7** program guides students through evaluating the their solution pathways and results each step of the way. See the following examples: **SE/TE: Topic 2:** 91-102, 103-108, 115-120; **Topic 3:** 137-142, 157-162, 173-178; **Topic 4:** 195-200, 201-206, 237-242; **Topic 8:** 415-420, 435-440 **TE: Topic 2:** 91A-102B, 103A-108B, 115A-120B; **Topic 3:** 137A-142B, 157A-162B, 173A-178B; **Topic 4:** 195A-200B, 201A-206B, 237A-242B; **Topic 8:** 415A-420B, 435A-440B	5. Evaluate the reasonableness of intermediate results.							

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Communicating through mathematical language is highly valued in each **enVision**math**2.0 6-8 Grade 7** lesson. Students learn to use precise language when explaining problems verbally or through written text. They are also required to explain their thinking and defend their solutions using precise language. See the following examples: **SE/TE: Topic 2:** 84, 85-90, 97-102, 111-114; **Topic 4:** 188, 189-194, 213-218, 221-224; **Topic 5:** 252, 265-270, 279-284, 285-288; **Topic 7:** 354, 367-372, 373-378, 381-384 **TE: Topic 2:** 85A-90B, 97A-102B, 111A; **Topic 4:** 189A-194B, 213A-218B, 221A; **Topic 5:** 265A-270B, 279A-284B, 285A; **Topic 7:** 367A-372B, 373A-378B, 381A	6. Communicate precisely to others using appropriate mathematical language. When more than one term can describe a concept, use vocabulary from the West Virginia College- and Career-Readiness Standards.							

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The **enVision**math**2.0 6-8 Grade 7** offers opportunities within each lesson for students to explain their thoughts and reasoning. At the lesson level, the Focus on Math Practices that follows the Problem-based learning task at the start of the lesson, the Try It!s that follow each example, and the Practice and Problem Solving exercises regularly require students to construct written or oral arguments. At the topic level, the STEM projects and the 3-Act Math tasks are opportunities for students to articulate conjectures and formulate arguments to support their hypotheses. See the following examples: **SE/TE: Topic 1:** 4, 19-24, 63-68, 69-72; **Topic 4:** 186, 189-194, 201-206, 221-224; **Topic 6:** 308, 319-326, 335-340, 341-344; **Topic 8:** 412, 441-446, 449-454, 455-458 **TE: Topic 1:** 19A-24B, 63A-68B, 69A; **Topic 4:** 189A-194B, 201A-206B, 221A; **Topic 6:** 319A-326B, 335A-340B, 341A; **Topic 8:** 441A-446B, 449A-454B, 455A	7. Articulate thoughts and ideas through oral, written, and multimedia communications.							

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Mathematical Modeling					
For student mastery of College- and Career-Readiness Standards, the instructional materials will include multiple strategies that provide students opportunities to:					
Evidence of real-life application can be found in every lesson of the **enVision**math**2.0 6-8 Grade 7** program. Specifically, students are introduced to real-world connections in the STEM Projects at the beginning of each topic. The 3-Act Math tasks are all framed in real-world situations. At the lesson level, the Problem-Based learning activity that opens each lesson frequently requires students to look to apply mathematics to solve everyday problems. See the following examples: **SE/TE: Topic 3:** 134, 157-162, 167-172; **Topic 4:** 186, 189-194, 237-242; **Topic 6:** 308, 319-326, 335-340; **Topic 7:** 352, 361-366, 373-378 **TE: Topic 3:** 157A-162B, 167A-172B; **Topic 4:** 189A-194B, 237A-242B; **Topic 6:** 319A-326B, 335A-340B; **Topic 7:** 361A-366B, 373A-378B	8. Apply mathematics to solve problems in everyday life.				

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Students use an array of mathematical models and representations to understand and solve problems. The Explore It! activity focuses on having students come up with mathematical models for a given real-world situation. The Visual Learning Example in each lesson is designed to build student understanding of concepts through visuals. See the following examples: **SE/TE: Topic 2:** 103-108, 115-120; **Topic 5:** 273-278, 289-294; **Topic 6:** 319-326, 329-334; **Topic 8:** 415-420, 435-440, 459-464 **TE: Topic 2:** 103A-108B, 115A-120B; **Topic 5:** 273A-278B, 289A-294B; **Topic 6:** 319A-326B, 329A-334B; **Topic 8:** 415A-420B, 435A-440B, 459A-464B	9. Use concrete objects, pictures, diagrams, or graphs to help conceptualize and solve a problem.							
enVisionmath2.0 6-8 Grade 7 helps students to develop a full understanding of the math concepts by using multiple representations to solve problems. See the following examples: **SE/TE: Topic 2:** 85-90, 115-120, 121-126; **Topic 3:** 143-148, 149-154; **Topic 5:** 273-278, 289-294; **Topic 6:** 311-316, 319-326 **TE: Topic 2:** 85A-90B, 115A-120B, 121A-126B; **Topic 3:** 143A-148B, 149A-154B; **Topic 5:** 273A-278B, 289A-294B; **Topic 6:** 311A-316B, 319A-326B	10. Use multiple representations.							

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enVisionmath**2.0 6-8 Grade 7**helps students to strategize in choosing the proper tools to solve specific problems. Students learn to choose the most useful tool and describe why they chose that tool. See the following examples: **SE/TE: Topic 7:** 373-378, 397-402; **Topic 8:** 415-420, 421-426, 427-434, 471-476 **TE: Topic 7:** 373A-378B, 397A-402B; **Topic 8:** 415A-420B, 421A-426B, 427A-434B, 471A-476B	11. Use a variety of appropriate tools strategically.							
Students are challenged to use precision with each calculation and each problem. As students evaluate their own work and that of others, they are made aware of the role precision plays in presenting a complete and correct solution. See the following example: **SE/TE: Topic 1:** 13-18, 39-44, 45-50; **Topic 2:** 85-90, 91-96; **Topic 3:** 173-178; **Topic 4:** 189-194; **Topic 5:** 273-278; **Topic 8:** 449-454, 459-464 **TE: Topic 1:** 13A-18B, 39A-44B, 45A-50B; **Topic 2:** 85A-90B, 91A-96B; **Topic 3:** 173A-178B; **Topic 4:** 189A-194B; **Topic 5:** 273A-278B; **Topic 8:** 449A-454B, 459A-464B	12. Calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.							

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Students solve problems and solidify their understanding of the mathematical concepts by interpreting their results. Students are encouraged to make sure their results make sense in the context of the problem. See the following examples: **SE/TE: Topic 1:** 31-36, 63-68; **Topic 2:** 103-108, 121-126; **Topic 3:** 157-162, 167-172, 173-178; **Topic 8:** 465-470, 471-476 **TE: Topic 1:** 31A-36B, 63A-68B; **Topic 2:** 103A-108B, 121A-126B; **Topic 3:** 157A-162B, 167A-172B, 173A-178B; **Topic 8:** 465A-470B, 471A-476B	13. Interpret their mathematical results in the context of the situation.							
enVisionmath2.0 6-8 Grade 7 includes opportunities for students to think through the results of their work through peer discussion, checking their own work, and reasoning whether the results makes sense in the context. Students adjust the models they used accordingly. See the following examples: **SE/TE: Topic 2:** 103-108, 115-120, 121-126; **Topic 7:** 373-378, 397-402; **Topic 8:** 415-420, 427-434 **TE: Topic 2:** 103A-108B, 115A-120B, 121A-126B; **Topic 7:** 373A-378B, 397A-402B; **Topic 8:** 415A-420B, 427A-434B	14. Reflect on whether the results make sense, improving the model if it has not serve its purpose.							

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In addition to each lesson, where examples, problems, and discussions may include mathematical career content, **enVision**math**2.0 6-8 Grade 7** provides front material for each topic. As students engage in the STEM Projects, they are exposed to possible future careers and life roles that utilize the mathematical concepts. See the following examples: **SE/TE: Topic 1:** 4, 7-12, 25-30, 31-36; **Topic 3:** 134, 137-142, 143-148, 149-154; **Topic 6:** 308, 311-318, 319-326 **TE: Topic 1:** 7A-12B, 25A-30B, 31A-36B; **Topic 3:** 137A-142B, 143A-148B, 149A-154B; **Topic 6:** 311A-318B, 319A-326B	15. Explore careers which apply the understanding of mathematics.						

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Seeing Structure and Generalizing							
For student mastery of College- and Career-Readiness Standards, the instructional materials will include multiple strategies that provide students opportunities to:							
Students learn to recognize patterns within the content of the problem, as well as patterns in the solutions. Students are then encouraged to look for potential applications of the patterns discerned. See the following examples: **SE/TE: Topic 1:** 13-18, 51-56; **Topic 2:** 91-96, 97-102; **Topic 4:** 201-206, 207-212; **Topic 8:** 421-426, 427-434, 435-440 **TE: Topic 1:** 13A-18B, 51A-56B; **Topic 2:** 91A-96B, 97A-102B; **Topic 4:** 201A-206B, 207A-212B; **Topic 8:** 421A-426B, 427A-434B, 435A-440B	16. Look closely to discern a pattern or structure.						
After students learn to discern patterns and structure in solving problems, they are expected generalize ways to manipulate the information or use shortcuts to find the solution. **enVisionmath2.0 6-8 Grade 7** gives teachers guidance in helping students to make these connections. See the following examples: **SE/TE: Topic 1:** 45-50, 51-56; **Topic 2:** 103-108; **Topic 6:** 335-340; **Topic 7:** 385-390, 391-396; **Topic 8:** 427-434 **TE: Topic 1:** 45A-50B, 51A-56B; **Topic 2:** 103A-108B; **Topic 6:** 335A-340B; **Topic 7:** 385A-390B, 391A-396B; **Topic 8:** 427A-434B	17. Look both for general methods and for shortcuts.						

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Students make sense of the relationships between quantities throughout each topic. For example: In Topic 2, "Analyze and Use Proportional Relationships," students analyze proportional relationships to solve problems. See the following examples: **SE/TE: Topic 2:** 85-90, 103-108, 115-120; **Topic 4:** 195-200, 237-242; **Topic 5:** 289-294; **Topic 7:** 361-366, 367-372 **TE: Topic 2:** 85A-90B, 103A-108B, 115A-120B; **Topic 4:** 195A-200B, 237A-242B; **Topic 5:** 289A-294B; **Topic 7:** 361A-366B, 367A-372B	18. Make sense of quantities and their relationships in problem situations.							
Students learn and use many types of mathematics throughout **enVisionmath2.0 6-8 Grade 7**. As students build their skill-set of applying these methods, they learn when and how to use them. For example: in Topic 4, students use properties of operations to write and evaluate algebraic expressions. Students assess each problem and then choose the type of mathematics they need to solve accurately and efficiently. Taking time to think through what the problem requires is encouraged and practiced through each lesson. See the following examples: **SE/TE: Topic 1:** 31-36, 63-68, 69-72; **Topic 4:** 189-194, 213-218, 237-242; **Topic 6:** 329-334, 335-340; **Topic 7:** 373-378, 391-396 **TE: Topic 1:** 31A-36B, 63A-68B, 69A-72B; **Topic 4:** 189A-194B, 213A-218B, 237A-242B; **Topic 6:** 329A-334B, 335A-340B; **Topic 7:** 373A-378B, 391A-396B	19. Assess and evaluate the type of mathematics needed to solve a particular problem.							

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As students build different mathematical skills, they are encouraged to utilize those skills in solving more complex problems. The As students build different mathematical skills, they are encouraged to utilize those skills in solving more complex problems. **enVision**math**2.0 6-8 Grade 7** provides lessons that progressively build on students' skills so they can confidently apply each newly acquired skill to the next topic and task. See the following examples: **SE/TE: Topic 3:** 149-154, 167-172; **Topic 4:** 189-194, 213-218; **Topic 5:** 253-258, 265-270; **Topic 8:** 427-434, 441-446 **TE: Topic 3:** 149A-154B, 167A-172B; **Topic 4:** 189A-194B, 213A-218B; **Topic 5:** 253A-258B, 265A-270B; **Topic 8:** 427A-434B, 441A-446B	20. Apply appropriate mathematical skills to unfamiliar complex problems.							
Each lesson begins with detailed real-world examples of the type of problems that the students will be solving throughout that particular lesson. These examples model for students how to stay organized as they work through the solution pathway and keep the big picture in mind as they work through the details. See the following examples: **SE/TE: Topic 2:** 97-102, 115-120; **Topic 5:** 259-264, 289-294; **Topic 7:** 367-372, 391-396; **Topic 8:** 415-420, 455-458 **TE: Topic 2:** 97A-102B, 115A-120B; **Topic 5:** 259A-264B, 289A-294B; **Topic 7:** 367A-372B, 391A-396B; **Topic 8:** 415A-420B, 455A-458B	21. Maintain the oversight of the process of solving a problem while attending to the details.							

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Instructor Resources and Tools					
The instructional materials provide:					
enVisionmath**2.0 6-8 Grade 7** uses a spiraling approach to learning that aligns to the content expectations of the West Virginia College- and Career-Readiness Standards for Mathematics. Students are introduced to proportional reasoning In Grade 7 and in Grade 7, they revisit proportional reasoning with a focus on proportional relationships and percents. The program also has students revisit concepts in different contexts. For example, in **Grade 7, Topic 1**, students expand their understandings of multiplication and division to divide fractions by fractions. Then in **Grade 7: Topic 7**, students solve problems involving area, surface area, and volume, which includes multiplication and division of fractions.	22. An ongoing spiraling approach.				

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enVisionmath2.0 6-8 Grade 7 offers a robust assessment story. *Diagnostic assessments,* found at the beginning of both the course and each topic, help teachers identify students' specific areas of strength and weakness and assign students remediation. If students take the digital assessments, they are auto-assigned a Study Plan to provides remediation for the specific areas of weakness identified. Each lesson includes *formative assessment* in the "Try It!" and "Convince Me!" exercises that follow the examples. These formative assessment opportunities allow teachers to gauge students' understanding of the concepts and skills presented in each example and make decisions around instruction based on students' understanding. *Summative assessments* are found at the lesson, topic, and quarterly levels. Individual lesson quizzes are available in both digital and print format. Topic Assessments and Topic Performance Tasks are available at the topic level and Cumulative/Benchmark Assessments and End of the Year Assessments also help track students' proficiency with the content expectations laid out in the standards.	23. Ongoing diagnostic, formative, and summative assessments.							
Students exhibit their understanding and progress in a variety of assessment formats throughout each lesson. Topic assessments and lesson quizzes include a range of item types from single-response and multiple-response selected response items to technology-enhanced items such as drag and drop, drop-down, and open-response. Students also encounter Performance Assessments at the end of each topic.	24. A variety of assessment formats, including performance tasks, data-dependent questions, and open-ended questions.							

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The **enVision**math**2.0 6-8 Grade 7** program includes robust teacher support to help teacher expand their math content knowledge and grow instructional skill set. Each topic begins with "Math Background: Focus, Coherence and Rigor" where teachers are given a full overview of the topic content and expectations for students at the current level. Lesson support include includes teacher probing questions for in-class instruction and options for differentiation and support for struggling readers and ELL students.	25. Necessary mathematical content knowledge, pedagogy, and management techniques for educators to guide learning experiences.							
enVisionmath**2.0 6-8 Grade 7** includes many tools to help make the learning experience engaging and tangible. The robust digital courseware consists of instructional animations and interactivities. Further, the 3-Act Mathematical Modeling lessons include videos for Acts 1 and 3 to challenge and inspire students. Students and teachers also have access to digital math games and digital math tools/activities.	26. Presentation tools for educators to guide learning.							
enVisionmath**2.0 6-8 Grade 7** is designed to work with all levels of learners. In Step 3 of the lesson structure, Assess & Differentiate, teachers have available options for differentiated intervention, from remediation to enrichment, ranging from Reteaching to Digital Math Games. See the following examples: **TE: Topic 2: Topic 6:** 318A-318B, 334A-334B, 340A-340B; **Topic 7:** 372A-372B, 384A-384B, 396A-396B	27. Multiple research-based strategies for differentiation, intervention, and enrichment to support all learners.							

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SPECIFIC EVALUATION CRITERIA

2018-2024
Group VI – Mathematics
Grade 7

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in the seventh grade will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area and volume; and (4) drawing inferences about populations based on samples. Mathematical habits of mind, which should be integrated in these content areas ,include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Students in seventh grade will continue developing mathematical proficiency in a developmentally-appropriate progressions of standards. Continuing the skill progressions from sixth grade, the following chart represents the mathematical understandings that will be developed in seventh grade:

Ratios and Proportional Reasoning	The Number System
• Analyze proportional relationships (e.g., by graphing in the coordinate plane), and distinguish proportional relationships from other kinds of mathematical relationships (e.g., Buying 10 times as many items will cost you 10 times as much, but taking 10 times as many aspirin will not lower your fever 10 times as much.).	• Solve percent problems (e.g., tax, tips, and markups and markdowns). • Solve word problems that have a combination of whole numbers, fractions, and decimals (e.g., A woman making $25 per hour receives a 10% raise; she will make an additional $1/10$ of his or her salary an hour, or $2.50, for a new salary of $27.50.)

Expressions and Equations	Geometry
• Solve equations such as $\frac{1}{2}(x-3) = \frac{3}{4}$ quickly and accurately, and write equations of this kind to solve word problems.	• Solve problems involving scale drawings.

Statistics and Probability	
• Use statistics to draw inferences and make comparisons (e.g., deciding which candidate is likely to win an election based on a survey).	

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For student mastery of content standards, the instructional materials will provide students with the opportunity to

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Ratios and Proportional Relationships					
Analyze proportional relationships and use them to solve real-world and mathematical problems.					
SE/TE: Topic 2: 85-90, 91-96, 97-102 **TE: Topic 2:** 85A-90B, 91A-96B, 97A-102B	1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. (e.g., If a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.)				
2. **SE/TE: Topic 2:** 97-102, 103-108, 111-114, 115-120, 121-126 **TE: Topic 2:** 97A-102B, 103A-108B, 111A, 115A-120B, 121A-126B	2. Recognize and represent proportional relationships between quantities.				
2.a. **SE/TE: Topic 2:** 97-102 **TE: Topic 2:** 97A-102B	a. Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).				
2.b. **SE/TE: Topic 2:** 103-108 **TE: Topic 2:** 103A-108B	b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams and verbal descriptions of proportional relationships.				

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2.c. **SE/TE: Topic 2:** 97-102, 103-108, 111-114, 115-120, 121-126 **TE: Topic 2:** 97A-102B, 103A-108B, 111A, 115A-120B, 121A-126B 2.d. **SE/TE: Topic 2:** 115-120, 121-126 **TE: Topic 2:** 115A-120B, 121A-126B	Continued c. Represent proportional relationships by equations. (e.g., If total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.) d. Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation. Focus special attention on the points (0,0) and (1,r) where r is the unit rate.							
SE/TE: Topic 3: 143-148, 149-156, 157-162 **TE: Topic 3:** 143A-148B, 149A-156B, 157A-162B	3. Use proportional relationships to solve multistep ratio and percent problems (e.g., simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and/or percent error).							

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The Number System					
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.					
4. **SE/TE: Topic 1:** 7-12, 13-18, 19-24, 25-30, 31-36, 63-68 **TE: Topic 1:** 7A-12B, 13A-18B, 19A-24B, 25A-30B, 31A-36B, 63A-68B	4. 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.				
4.a. **SE/TE: Topic 1:** 7-12 **TE: Topic 1:** 7A-12B	a. Describe situations in which opposite quantities combine to make 0. (e.g., A hydrogen atom has 0 charge because its two constituents are oppositely charged.)				
4.b. **SE/TE: Topic 1:** 19-24, 31-36 **TE: Topic 1:** 19A-24B, 31A-36B	b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction, depending on whether q is positive or negative. (i.e., To add "p + q" on the number line, start at "0" and move to "p" then move |q| 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.				
4.c. **SE/TE: Topic 1:** 25-30, 31-36 **TE: Topic 1:** 25A-30B, 31A-36B	c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.				
4.d.	d. Apply properties of operations as strategies to add and subtract				

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SE/TE: Topic 1: 31-36 **TE: Topic 1:** 31A-36B	rational numbers.				
5. **SE/TE: Topic 1:** 45-40, 57-62, 63-68, 69-72 **TE: Topic 1:** 45A-40B, 57A-62B, 63A-68B, 69A 5.a. **SE/TE: Topic 1:** 39-44, 45-50, 63-68 **TE: Topic 1:** 39A-44B, 45A-50B, 63A-68B 5.b. **SE/TE: Topic 1:** 51-56, 57-62, 63-68 **TE: Topic 1:** 51A-56B, 57A-62B, 63A-68B 5.c. **SE/TE: Topic 1:** 45-50, 57-62, 63-68 **TE: Topic 1:** 45A-50B, 57A-62B, 63A-68B 5.d. **SE/TE: Topic 1:** 57-62, 63-68 **TE: Topic 1:** 57A-62B, 63A-68B	5. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (−1)(−1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then −(p/q) = (−p)/q = p/(−q). Interpret quotients of rational numbers by describing real world contexts. c. Apply properties of operations as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.				

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SE/TE: Topic 1: 19-24, 25-30, 31-36, 39-44, 45-50, 51-56, 57-62, 63-68, 69-72 **TE: Topic 1:** 19A-24B, 25A-30B, 31A-36B, 39A-44B, 45A-50B, 51A-56B, 57A-62B, 63A-68B, 69A	6. Solve real-world and mathematical problems involving the four operations with rational numbers. Instructional Note: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.				
Expressions and Equations					
Use properties of operations to generate equivalent expressions.					
SE/TE: Topic 4: 189-194, 195-200, 201-206, 207-212, 213-218, 221-224, 225-230, 231-236, 237-242 **TE: Topic 4:** 189A-194B, 195A-200B, 201A-206B, 207A-212B, 213A-218B, 221A, 225A-230B, 231A-236B, 237A-242B	7. Apply properties of operations as strategies to add, subtract, factor and expand linear expressions with rational coefficients.				
SE/TE: Topic 4: 189-194, 195-200, 201-206, 207-212, 221-224, 225-230, 231-236, 237-242 **TE: Topic 4:** 189A-194B, 195A-200B, 201A-206B, 207A-212B, 221A, 225A-230B, 231A-236B, 237A-242B	8. 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. (e.g., a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05.")				

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Solve real-life and mathematical problems using numerical and algebraic expressions and equations.					
SE/TE: Topic 1: 31-36, 63-68, 69-72; **Topic 3:** 143-148, 149-154, 157-162, 163-166, 167-172, 173-178 **TE: Topic 1:** 31A-36B, 63A-68B, 69A-72B; **Topic 3:** 143A-148B, 149A-154B, 157A-162B, 163A, 167A-172B, 173A-178B	9. 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. (e.g., If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.)				

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10.
SE/TE: Topic 5: 253-258, 259-264, 265-270, 273-278, 279-284, 289-294, 295-300
 	
TE: Topic 5: 253A-258B, 259A-264B, 265A-270B, 273A-278B, 279A-284B, 289A-294B, 295A-300B
 	
10.a.
SE/TE: Topic 5: 253-258, 259-264, 265-270
 	
TE: Topic 5: 253A-258B, 259A-264B, 265A-270B
 	
10.b.
SE/TE: Topic 5: 273-278, 279-284, 289-294, 295-300
 	
TE: Topic 5: 273A-278B, 279A-284B, 289A-294B, 295A-300B
	10. 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.
	
	  a. Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. (e.g., The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? An arithmetic solution similar to "54 – 6 – 6 divided by 2" may be compared with the reasoning involved in solving the equation 2w – 12 = 54. An arithmetic solution similar to "54/2 – 6" may be compared with the reasoning involved in solving the equation 2(w – 6) = 54.)
	
	  b. Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. (e.g., As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.)				

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Geometry					
Draw, construct and describe geometrical figures and describe the relationships between them.					
SE/TE: Topic 8: 415-420 **TE: Topic 8:** 415A-420B	11. 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.				
SE/TE: Topic 8: 421-426, 427-434 **TE: Topic 8:** 421A-426B, 427A-434B	12. 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.				
SE/TE: Topic 8: 259-264 **TE: Topic 8:** 259A-264B	13. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.				
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.					
SE/TE: Topic 8: 441-446, 449-454 **TE: Topic 8:** 441A-446B, 449A-454B	14. 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.				
SE/TE: Topic 8: 435-440 **TE: Topic 8:** 435A-440B	15. 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.				

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SE/TE: Topic 8: 465-470, 471-476 **TE: Topic 8:** 465A-470B, 471A-476B	16. 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.							
Statistics and Probability								
Use random sampling to draw inferences about a population.								
SE/TE: Topic 6: 311-318, 319-326, 329-334, 335-340 **TE: Topic 6:** 311A-318B, 319A-326B, 329A-334B, 335A-340B	17. 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.							
SE/TE: Topic 6: 319-326, 329-334, 335-340 **TE: Topic 6:** 319A-326B, 329A-334B, 335A-340B	18. 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. (e.g., Estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.)							
Draw informal comparative inferences about two populations.								
SE/TE: Topic 6: 329-334, 335-340 **TE: Topic 6:** 329A-334B, 335A-340B	19. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.							

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20. **SE/TE: Topic 6:** 311-318, 319-326, 329-334, 335-340 **TE: Topic 6:** 311A-318B, 319A-326B, 329A-334B, 335A-340B **20.a.** **SE/TE: Topic 6:** 311-318, 319-326, 329-334, 335-340 **TE: Topic 6:** 311A-318B, 319A-326B, 329A-334B, 335A-340B **20.b.** **SE/TE: Topic 6:** 311-318, 319-326, 329-334, 335-340 **TE: Topic 6:** 311A-318B, 319A-326B, 329A-334B, 335A-340B **20.c.** **SE/TE: Topic 6:** 329-334, 335-340	20. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.							

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TE: Topic 6: 329A-334B, 335A-340B									
20.d. **SE/TE: Topic 6:** 319-326, 329-334, 335-340 **TE: Topic 6:** 319A-326B, 329A-334B, 335A-340B									
SE/TE: Topic 6: 319-326, 329-334, 335-340 **TE: Topic 6:** 319A-326B, 329A-334B, 335A-340B	21. 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. (e.g., The mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.)								
SE/TE: Topic 6: 319-326, 329-334, 335-340 **TE: Topic 6:** 319A-326B, 329A-334B, 335A-340B	22. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. (e.g., Decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.)								
Investigate chance processes and develop, use, and evaluate probability models.									
SE/TE: Topic 7: 355-360, 361-366, 367-372 **TE: Topic 7:** 355A-360B, 361A-366B, 367A-372B	23. 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.								
SE/TE: Topic 7: 355-360, 361-366, 367-372	24. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative								

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TE: Topic 7: 355A-360B, 361A-366B, 367A-372B	frequency, and predict the approximate relative frequency given the probability. (e.g., When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.)							
25. **SE/TE: Topic 7:** 373-378 **TE: Topic 7:** 373A-378B 25.a. **SE/TE: Topic 7:** 373-378 **TE: Topic 7:** 373A-378B 25.b. **SE/TE: Topic 7:** 373-378 **TE: Topic 7:** 373A-378B	25. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. (e.g., If a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.) b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. (e.g., Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?)							

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26. **SE/TE: Topic 7:** 385-390, 391-396, 397-402 **TE: Topic 7:** 385A-390B, 391A-396B, 397A-402B 26.a. **SE/TE: Topic 7:** 385-390, 391-396 **TE: Topic 7:** 385A-390B, 391A-396B 26.b. **SE/TE: Topic 7:** 385-390, 391-396, 397-402 **TE: Topic 7:** 385A-390B, 391A-396B, 397A-402B 26.c. **SE/TE: Topic 7:** 397-402	26. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. (e.g., Use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?)				

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TE: Topic 7: 397A-402B								

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