

## CMP 2 Grade 7 2007–2008 Mathematics Curriculum Guides

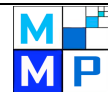
	Wisconsin Mathematics Standard	MPS Learning Target	Wisconsin Assessment Descriptors for Mathematics	Curriculum
Throughout The Year	<b>A. Mathematical Processes</b>	<p><i>Note: Mathematical processes need to be embedded in all mathematical strands throughout the school year. Math processes are assessed on the WKCE-CRT and reported as a separate proficiency area. For example, students are asked to provide written justifications and explanations, pose problems, and represent concepts.</i></p>	<p><b>1) Reasoning:</b> Use reasoning and logic to:</p> <ul style="list-style-type: none"> <li>• Perceive patterns</li> <li>• Formulate questions</li> <li>• Make conjectures</li> <li>• Identify relationships</li> <li>• Pose problems</li> <li>• Justify strategies</li> <li>• Test reasonableness of results</li> </ul> <p><b>2) Communication:</b> Communicate mathematical ideas and reasoning using the vocabulary of mathematics in a variety of ways (e.g., using words, numbers, symbols, pictures, charts, tables, diagrams, graphs, and models).</p> <p><b>3) Connections:</b> Connect mathematics to the real world as well as within mathematics.</p> <p><b>4) Representations:</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p><b>5) Problem Solving:</b> Solve and analyze routine and non-routine problems.</p>	



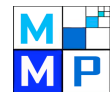
Time	Book	MPS Learning Targets	Wisconsin State Framework Assessment Descriptors	District Model CABS
September / October	Variables and Patterns	<p><b>Algebraic Relationships: Learning Target #9</b> Describe functional relationships in words, tables, graphs, and symbolic rules, extend and justify sequences, and describe graphs of real-world situations. (1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3)</p>	<p><b>Mathematical Processes:</b> <i>Mathematical processes are embedded throughout all lessons when, for example, students are asked to provide written justifications and explanations, pose problems, and represent concepts.</i></p> <p><b>Algebraic Relationships:</b> F.a.1 Use two concurrent numeric patterns to describe and analyze functional relationships between two variables. (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3) F.a.3 Extend an increasing or decreasing arithmetic or geometric pattern. (1.1) F.a.4 Describe and interpret linear patterns in tables and graphs. (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3) F.a.6 Describe real-world phenomena represented by a graph. Describe real-world phenomena that a given graph might represent. (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3) F.b.17 Demonstrate understanding of distributive property without variables.</p>	<p><i>We hope these district CABS will be used to continue and expand the formative assessment (i.e., assessment for learning versus assessment of learning) initiatives promoted by MMP.</i></p> <p><b>Algebraic Relationships:</b> #1, 2, 3, 6, 8, 10, 11</p>
October / November	Stretching and Shrinking	<p><b>Geometry: Learning Target #4</b> Design and classify symmetrical figures, transform points and figures using the coordinate plane, and apply properties of similarity in problem solving situations. (1.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3)</p>	<p><b>Mathematical Processes:</b> <i>Mathematical processes are embedded throughout all lessons when, for example, students are asked to provide written justifications and explanations, pose problems, and represent concepts.</i></p> <p><b>Geometry:</b> C.b.5 Draw and/or describe a similar figure when given a polygon drawn on graph paper with vertices at lattice points. (1.2, 2.3, 3.1, 3.2, 3.3, 4.3, 5.1, 5.2, 5.3) C.b.6 Identify figures that are congruent and/or similar. (2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3) C.c.7 Demonstrate understanding of similarity by finding the relationship between the sides of two figures. (1.1, 1.2,</p>	<p><i>We hope these district CABS will be used to continue and expand the formative assessment (i.e., assessment for learning versus assessment of learning) initiatives promoted by MMP.</i></p> <p><b>Geometry:</b> #6, 10</p>

Lessons are aligned with MPS Learning Targets and Wisconsin State Framework Descriptor as indicated by (5.2) = Lesson 5.2.

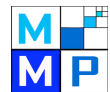
Developed by the Milwaukee Mathematics Partnership with support by the National Science Foundation under Grant No. 0314898.



<p><b>November / December</b></p>	<p><b>Comparing and Scaling</b></p>	<p><b>Measurement:</b>  <b>Learning Target #5</b>                  Make estimates, measures, and conversions, determine distances using scales and formulas, and apply proportional reasoning to enlarge and shrink figures. (1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3)</p> <p><b>Algebraic Relationships:</b>  <b>Learning Target #9</b>                  Describe functional relationships in words, tables, graphs, and symbolic rules, extend and justify sequences, and describe graphs of real-world situations. (2.1, 2.2, 2.3)</p> <p><b>Number Operations and Relationships:</b>  <b>Learning Target #1</b>                  Represent, rename, compare, and identify equivalent forms of fractions, decimals, and percents using place value and number theory concepts. (1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3)</p> <p><b>Number Operations and</b></p>	<p>1.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3)</p> <p><b>Measurement:</b>  <b>D.c.8</b> Determine the distance between points using a scale. (1.2, 1.3, 3.3, 5.1, 5.2)  <b>D.c.10</b> Draw similar figures in any shape using a scale factor (e.g., enlarge/shrink). (1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 5.1, 5.2)  <b>D.c.11</b> Use ratio and proportion in context. (1.3, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3)</p> <p><b>Algebraic Relationships:</b>  <b>F.a.1</b> Use two concurrent numeric patterns to describe and analyze functional relationships between two variables. (2.1, 2.2)  <b>F.a.5</b> Identify the rule to complete or extend a function table or any combination of the two using one or two operations (+, -, x, ÷) and numbers (-100 through 100) in the function table. (2.1, 2.2, 2.3)  <b>F.b.10</b> Find values of expressions with one variable and up to two operations including basic operations and exponents. (2.2)</p> <p><b>Mathematical Processes:</b>  <i>Mathematical processes are embedded throughout all lessons when, for example, students are asked to provide written justifications and explanations, pose problems, and represent concepts.</i></p> <p><b>Number Operations and Relationships:</b>  <b>B.a.5</b> Demonstrate understanding of fractions and percents with and without contexts (e.g., sales tax and discounts, 40 is 25 percent of what number?; What number is 25 percent of 160?). (3.3, 3.4)  <b>B.a.6</b> Apply proportional reasoning to a variety of problem situations (e.g., comparisons, rates, and similarities). (1.1, 1.2, 1.3, 2.1, 2.3)  <b>B.b.14</b> Determine reasonableness of answers. (1.1, 1.2, 3.2, 3.4, 4.3)</p>	<p><b>Measurement:</b>  <b>#8, 10</b></p> <p><b>Algebraic Relationships:</b>  <b>#7</b></p> <p><i>We hope these district CABS will be used to continue and expand the formative assessment (i.e., assessment for learning versus assessment of learning) initiatives promoted by MMP.</i></p>
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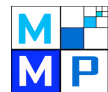
<p><b>December / January</b></p>	<p><b>Accentuate the Negative</b></p>	<p><b>Relationships:</b>  <b>Learning Target #2</b>                  Estimate and justify solutions to problems with and without context involving whole numbers, integers, and rational numbers, including applications of proportional reasoning. (1.1, 1.2, 3.2, 3.4, 4.3)</p> <p><b>Measurement:</b>  <b>Learning Target #5</b>                  Make estimates, measures, and conversions, determine distances using scales and formulas, and apply proportional reasoning to enlarge and shrink figures. (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3)</p> <p><b>Algebraic Relationships:</b>  <b>Learning Target #9</b>                  Describe functional relationships in words, tables, graphs, and symbolic rules, extend and justify sequences, and describe graphs of real-world situations. (3.1, 3.3)</p> <p><b>Number Operations and Relationships:</b>  <b>Learning Target #2</b>                  Estimate and justify solutions to problems with and without context involving whole numbers, integers, and rational numbers, including applications of proportional reasoning (1.2, 2.1)</p>	<p><b>Measurement:</b>  <b>D.b.4</b> Determine and compare elapsed time in problem-solving situations. (3.2)  <b>D.c.11</b> Use ratio and proportion in context. (1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3)  <b>D.c.12</b> Use <math>d = r \cdot t</math> formula in simple contexts. (3.2)</p> <p><b>Algebraic Relationships:</b>  <b>F.a.2</b> Describe and analyze in words functional relationships in two concurrent numeric patterns using multiplication and exponents and describe the relationship in words. (1.2, 1.3)</p> <p><b>Mathematical Processes:</b>  <i>Mathematical processes are embedded throughout all lessons when, for example, students are asked to provide written justifications and explanations, pose problems, and represent concepts.</i></p> <p><b>Number Operations and Relationships:</b>  <b>B.b.12</b> Add and subtract mixed numbers and fractions with unlike denominators, multiply mixed numbers. (2.1, 2.2, 2.3)  <b>B.b.14</b> Determine reasonableness of answers. (2.1, 2.3)</p>	<p><b>Measurement:</b>                  #8, 10</p> <p><i>We hope these district CABS will be used to continue and expand the formative assessment (i.e., assessment for learning versus assessment of learning) initiatives promoted by MMP.</i></p> <p><b>Number Operations and Relationships:</b>                  #3a, 3b</p>
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<p><b>January / February</b></p>	<p><b>Moving Straight Ahead</b></p>	<p><b>Algebraic Relationships: Learning Target #9</b> Describe functional relationships in words, tables, graphs, and symbolic rules, extend and justify sequences, and describe graphs of real-world situations. <b>(1.1, 1.3, 1.4)</b></p> <p><b>Geometry: Learning Target #4</b> Design and classify symmetrical figures, transform points and figures using the coordinate plane, and apply properties of similarity in problem solving situations. <b>(2.5)</b></p> <p><b>Algebraic Relationships: Learning Target #9</b> Describe functional relationships in words, tables, graphs, and symbolic rules, extend and justify sequences, and describe graphs of real-world situations. <b>(1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4)</b></p>	<p><b>Algebraic Relationships:</b> <b>F.b.9</b> Solve single-variable one-and two-step equations with whole number, whole number integer, or rational, coefficients with and without context. <b>(1.1, 2.4)</b> <b>F.b.11</b> Solve two-step multi-operation equations with letter variables and whole number or integer coefficients with and without context. Ex: <math>-3 + 1 = 7</math>. <b>(1.1, 1.3, 1.4)</b> <b>F.b.12</b> Write an algebraic expression (with one or two operations) which generalizes a linear pattern. <b>(1.3)</b> <b>F.c.15</b> Identify a pair of equivalent numerical or one-variable expressions when using commutative or associative properties with addition and multiplication <b>(2.2, 2.3)</b></p> <p><b>Geometry:</b> <b>C.b.5</b> Draw and/or describe a similar figure when given a polygon drawn on graph paper with vertices at lattice points. <b>(2.5)</b> <b>C.c.12</b> Identify, locate, plot coordinates in all four quadrants; draw or identify the reflection of a point across the x- or y-axis or the translation of a point at integer coordinates in any of the four quadrants. <b>(2.5)</b> <b>C.c.13</b> Locate or plot coordinates in any of the four quadrants using a geometric figure (e.g., transformations). <b>(2.5)</b></p> <p><b>Mathematical Processes:</b> <i>Mathematical processes are embedded throughout all lessons when, for example, students are asked to provide written justifications and explanations, pose problems, and represent concepts.</i></p> <p><b>Algebraic Relationships:</b> <b>F.a.1</b> Use two concurrent numeric patterns to describe and analyze functional relationships between two variables. <b>(1.1,1.2,1.3,1.4)</b> <b>F.a.2</b> Describe and analyze in words functional relationships in two concurrent numeric patterns using multiplication and exponents and describe the relationship in words.<b>(1.1,1.2,1.3,1.4,2.1,2.3,2.4,3.5,4.1,4.2,4.3,4.4)</b> <b>F.a.3</b> Extend an increasing or decreasing arithmetic or</p>	<p><b>Algebraic Relationships:</b> #1a, 1b, 2,3a, 3b, 3c, 3d, 4a, 4b, 4c, 6a, 6b, 6c, 6d, 7, 11</p> <p><b>Geometry:</b> #6, 10</p> <p><i>We hope these district CABS will be used to continue and expand the formative assessment (i.e., assessment for learning versus assessment of learning) initiatives promoted by MMP.</i></p> <p><b>Algebraic Relationships:</b> #1a, 1b, 2, 3a, 3b, 3c, 3d, 3e, 4a, 4e, 4c, 6a, 6b, 6c, 6d, 7, 10, 10a, 10b, 10c, 11</p>
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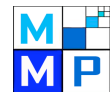
		<p><b>Algebraic Relationships:</b>  <b>Learning Target #10</b>                  Evaluate and solve two-step inequalities and equations, identify and apply mathematical properties to solve and explain problems. (2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4)</p>	<p>geometric pattern. (4.3)  <b>F.a.4</b> Describe and interpret linear patterns in tables and graphs. (1.1,1.2,1.3,2.1,2.2,2.3,2.4,3.1,3.4,3.5,4.2,4.3,4.4)  <b>F.a.5</b> Identify the rule to complete or extend a function table or any combination of the two using one or two operations (+, -, x, ÷) and numbers (-100 through 100) in the function table. (1.1,1.3,1.4,2.2,2.4,  <b>F.a.6</b> Describe real-world phenomena represented by a graph. Describe real-world phenomena that a given graph might represent. (2.2,2.3,3.5,4.1,4.2,4.4)  <b>F.a.7</b> Justify the accuracy of the chosen item in a sequence.(3.2,3.3,4.3  <b>Algebraic Relationships:</b>  <b>F.b.9</b> Solve single-variable one-and two-step equations with whole number, whole number integer, or rational, coefficients with and without context. (1.1,1.2,1.3,1.4,2.1,2.2,2.3,2.4,3.1,3.2,3.3,3.4,3.5,4.1,4.2,4.3,4.4)  <b>F.b.10</b> Find values of expressions with one variable and up to two operations including basic operations and exponents.(3.1,3.2,3.3,3.4,4.4)  <b>F.b.11</b> Solve two-step multi-operation equations with letter variables and whole number or integer coefficients with and without context. Ex: <math>-3 + 1 = 7</math>. (2.2,2.3,3.1,3.2,3.3,3.4,3.5,4.1,4.2,4.3,4.4)  <b>F.b.12</b> Write an algebraic expression (with one or two operations) which generalizes a linear pattern.(2.2,2.3,2.4,3.1,3.2,3.3,3.4,3.5,4.1,4.2,4.3,4.4)  <b>F.b.13</b> Create a corresponding algebraic expression when given an arithmetic operation/relationship expressed in words.(2.2,2.3,2.4,3.1,3.2,3.3,3.5,4.1,4.2,4.3,4.4  <b>F.b.14</b> Evaluate formulas with and without context by solving for a specified variable.(2.2,2.3,2.4,3.1,3.2,3.3,3.4,3.5,4.1,4.3,4.4)  <b>F.b.15</b> Identify a pair of equivalent numerical or one-variable expressions when using commutative or associative properties with addition and multiplication. (3.1,3.2,3.3)  <b>F.b.18</b> Solve order of operations problems with one variable to demonstrate understanding of commutative and associative.(3.2,3.3)</p>	<p><b>Algebraic Relationships:</b>                  #1a, 1b, 5, 7, 8, 12, 13</p>
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<p><b>February / March</b></p>	<p><b>Filling and Wrapping</b></p>	<p><b>Geometry:</b>  <b>Learning Target #3</b>                  Identify and describe polyhedra from multiple perspectives and determine the measure of angles and angle pairs in polygons. (1.1, 1.2, 2.1, 2.2, 4.1)</p> <p><b>Geometry:</b>  <b>Learning Target #4</b>                  Design and classify symmetrical figures, transform points and figures using the coordinate plane, and apply properties of similarity in problem solving situations (1.1, 1.2, 2.1, 3.2, 5.1, 5.3)</p> <p><b>Measurement</b>  <b>Learning Target #5</b>                  Make estimates, measures, and conversions, determine distances using scales and formulas, and apply proportional reasoning to enlarge and shrink figures. (3.1, 3.2, 5.1, 5.2, 5.3)</p> <p><b>Measurement:</b>  <b>Learning Target #6</b>                  Estimate and determine the perimeter /circumference and area of polygons and circles and the volume and surface area of cylinders, prisms, and pyramids. (1.2, 1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1)</p>	<p><b>Mathematical Processes:</b>  <i>Mathematical processes are embedded throughout all lessons when, for example, students are asked to provide written justifications and explanations, pose problems, and represent concepts</i></p> <p><b>Geometry:</b>  <b>C.a.1</b> Name 3-dimensional figures (e.g., rectangular prisms, square pyramids, cones, cylinders, and spheres. (1.3, 4.1)  <b>C.b.11</b> Identify and describe 3-dimensional figures from multiple perspectives. (2.1, 2.2, 5.1)</p> <p><b>C.b.5</b> Draw and/or describe a similar figure when given a polygon drawn on graph paper with vertices at lattice points. (3.2)  <b>C.b.7</b> Demonstrate understanding of similarity by finding the relationship between the sides of two figures. (1.3, 2.1, 5.1, 5.3)</p> <p><b>Measurement:</b>  <b>D.a.1</b> Select the appropriate unit of measure (U.S. customary and metric) to estimate the length, liquid capacity, volume, time, and weight/mass of everyday objects. (3.1,3.2)  <b>D.c.10</b> Draw similar figures in any shape using a scale factor (e.g., enlarge/shrink). (5.1,5.2,5.3)  <b>D.c.11</b> Use ratio and proportion in context. (5.3)</p> <p><b>D.c.6</b> Estimate area given a reference. (1.2, 5.1)  <b>D.c.9</b> Determine volume and surface area of cylinders, rectangular prisms and pyramids with base shapes of triangle, square, regular pentagon, and regular hexagon in real-world context (1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1)</p>	<p><i>We hope these district CABS will be used to continue and expand the formative assessment (i.e., assessment for learning versus assessment of learning) initiatives promoted by MMP.</i></p> <p><b>Geometry:</b>                  #3, 7</p> <p><b>Measurement:</b>                  #1b, 8, 11</p>
<p><b>March / April</b></p>	<p><b>What Do You Expect?</b></p>	<p><b>Mathematical Processes:</b>  <i>Mathematical processes are embedded throughout all lessons when, for example, students are asked to provide</i></p>	<p><i>We hope these district CABS will be used to continue and expand the formative</i></p>	



<p><b>April / May</b></p>	<p><b>Data Distributions</b></p>	<p><b>Statistics and Probability: Learning Target #7</b> Interpret and analyze data sets and displays using measures of central tendency and variation, and compare data sets to evaluate hypotheses and multiple representations. <b>(1.1, 2.2, 2.3, 3.1, 3.2, 4.2)</b></p> <p><b>Statistics and Probability: Learning Target #8</b> Design and conduct simulations to solve problems, determine likelihood and fairness of events, and make predictions and analyze outcomes based on theoretical and experimental probability <b>(1.1,1.2,1.3,2.1,2.2,2.3,3.1,3.2,3.3,4.1,4.2,4.3)</b></p>	<p><i>written justifications and explanations, pose problems, and represent concepts.</i></p> <p><b>Statistics and Probability</b>  <b>E.a.1</b> Compare two sets of data to generate or confirm/deny hypotheses. <b>(1.1, 3.1, 3.2, 3.3)</b>  <b>E.a.2</b> Extract, interpret, and analyze data including multiple representations of the same data from tables, double back-to-back stem-and-leaf plots, double bar graphs, simple circle graphs, line plots, line graphs, charts and diagrams with and without context. <b>(4.2)</b>  <b>E.a.5</b> Create graph with one-variable data sets using back-to-back stem-and-leaf plots, double bar graphs, circle graphs, and line plots and line graphs; discuss appropriateness of graph selected. <b>(3.1, 3.2)</b>  <b>E.a.4</b> Find mean, median (with odd or even number of data), mode and range of a set of data with and without context <b>(3.2, 4.1)</b>  <b>E.a.5</b> Evaluate sources of data in context and multiple representations of a given data set. <b>(2.2, 2.3, 3.2)</b></p> <p><b>E.b.6</b> Determine the likelihood of an event and probability based on one or two dependent independent events <b>(1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3)</b>  <b>E.b.7</b> Use probabilities to estimate outcomes and evaluate fair and unfair simple events. <b>(1.2, 1.3, 2.1, 3.1, 3.3)</b>  <b>E.b.8</b> Use data from simultaneous provided in charts /tables to solve and interpret probability problems <b>(4.2)</b>  <b>E.b.9</b> Determine the number of arrangements from a set of 5 or less. Es: How many different ways could 5 students stand in line? <b>(2.1, 2.3, 4.1, 4.3)</b>  <b>E.b.10</b> Solve problems involving sample spaces or diagrams. <b>(1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3)</b>  <b>E.b.11</b> Analyze outcomes based on an understanding of theoretical and experimental probability. <b>(1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3)</b></p> <p><b>Mathematical Processes:</b>  <i>Mathematical processes are embedded throughout all lessons when, for example, students are asked to provide</i></p>	<p><i>assessment (i.e., assessment for learning versus assessment of learning) initiatives promoted by MMP.</i></p> <p><b>Statistics and Probability:</b>                  #1a, 1b, 1c, 4, 5, 6, 7</p> <p><i>We hope these district CABS will be used to continue and</i></p>
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		<p><b>Statistics and Probability: Learning Target #7</b> Interpret and analyze data sets and displays using measures of central tendency and variation, and compare data sets to evaluate hypotheses and multiple representations (1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2)</p> <p><b>Measurement: Learning Target #5</b> Make estimates, measures, and conversions, determine distances using scales and formulas, and apply proportional reasoning to enlarge and shrink figures. (1.3)</p>	<p><i>written justifications and explanations, pose problems, and represent concepts.</i></p> <p><b>Statistics and Probability:</b> <b>E.a.1</b> Compare two sets of data to generate or confirm/deny hypotheses. (1.2, 1.4, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2) <b>E.a.2</b> Extract, interpret, and analyze data including multiple representations of the same data from tables, double back-to-back stem-and-leaf plots, double bar graphs, simple circle graphs, line plots, line graphs, charts and diagrams with and without context. (1.2, 1.4, 2.3, 2.4, 3.2, 4.2) <b>E.a.3</b> Create graph with one-variable data sets using back-to-back stem-and-leaf plots, double bar graphs, circle graphs, and line plots and line graphs; discuss appropriateness of graph selected. (1.1, 1.2, 1.3, 1.4, 2.2, 4.1) <b>E.a.4</b> Find mean, median (with odd or even number of data), mode and range of a set of data with and without context. (1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2, 3.4, 4.2) <b>E.a.5</b> Evaluate sources of data in context and multiple representations of a given data set. (1.1, 1.2, 1.4, 2.2, 2.4, 3.2, 4.2)</p> <p><b>Measurement:</b> <b>D.b.3</b> Apply appropriate tools techniques to measure down to the nearest 1/4-, 1/8- or 1/16-inch or nearest centimeter or millimeter. (1.3)</p>	<p><i>expand the formative assessment (i.e., assessment for learning versus assessment of learning) initiatives promoted by MMP.</i></p> <p><b>Statistics and Probability:</b> #1a, 1b, 1c, 2,3, 4,5, 6,7</p>
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