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Arkansas Mathematics Curriculum Framework 2016 Grade 7

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Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 7	SuccessMaker Item Description	Item ID
AR.Math.Content.7.RP	Ratios and Proportional Relationships		
AR.Math.Content.7.RP.A	Analyze proportional relationships and use them to solve real-world and mathematical problems.		
AR.Math.Content.7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.	Students use calculations on rational numbers to figure out the speed at which James Cameron descended into Mariana Trench	SMMA_LO_02514
AR.Math.Content.7.RP.A.2	Recognize and represent proportional relationships between quantities. Note: Unit rate connects to slope concept in 8th grade		
AR.Math.Content.7.RP.A.2.a	Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin).	Students use proportions to calculate their weight on Mars.	SMMA_LO_02513
AR.Math.Content.7.RP.A.2.b	Identify unit rate (also known as the constant of proportionality) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Identify two unit rates for a given word problem.	SMMA_LO_02114
		Ratios and Equations Targeted Lesson 12: Rates, Formulas, and Graphs	
		Identify the constant of proportionality given a table, a graph, an equation, a diagram, or a word problem.	SMMA_LO_02002
		Identify the unit rate given a table, a graph, an equation, a diagram, or a word problem.	SMMA_LO_02001

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		Ratios and Equations Targeted Lesson 14: Graphing Proportional Relationships	
AR.Math.Content.7.RP.A.2.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).	Students use proportions to calculate their weight on Mars.	SMMA_LO_02513
		Ratios and Equations Targeted Lesson 14: Graphing Proportional Relationships	
AR.Math.Content.7.RP.A.2.d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Interpret the meaning of a point on the graph of a proportional relationship in terms of the situation; use this information to answer questions about the situation.	SMMA_LO_02089
AR.Math.Content.7.NS	The Number System		
AR.Math.Content.7.NS.A	Apply and extend previous understandings of operations with fractions.		
AR.Math.Content.7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.		
AR.Math.Content.7.NS.A.1.a	Describe situations in which opposite quantities combine to make 0 and show that a number and its opposite have a sum of 0 (additive inverses) (e.g., A hydrogen atom has 0 charge because its two constituents are oppositely charged.).	Find the sum of four integers when two are additive inverses (a, b, c, and d have absolute values 1 to 20).	SMMA_LO_00119

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		Describe situations that can be represented by opposite quantities.	SMMA_LO_02086
		Use positive and negative numbers together to represent quantities having opposite directions or values.	SMMA_LO_02066
		Ratios and Equations Targeted Lesson 3: Negative Numbers and Number Lines	
AR.Math.Content.7.NS.A.1.d	Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q).	Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Compare two expressions using the additive inverse property.	SMMA_LO_00120
AR.Math.Content.7.NS.A.1.e	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. (e.g., The distance between -5 and 6 is 11. -5 and 6 are 11 units apart on the number line.)	Identify absolute value as a distance from zero on a number line.	SMMA_LO_01823
		Ratios and Equations Targeted Lesson 5: Absolute Value	
AR.Math.Content.7.NS.A.1.f	Fluently add and subtract rational numbers by applying properties of operations as strategies.	Ratios and Equations Targeted Lesson 7: Subtracting Positive and Negative Numbers	
		Ratios and Equations Targeted Lesson 8: Relating Addition and Subtraction of Positive and Negative Numbers	
		Evaluate the expression -(a - b), where a and b have values from 1 to 9.	SMMA_LO_01531

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		Find the missing two-digit addend in a number sentence (sums are 0).	SMMA_LO_00103
		Find the missing addend in a number sentence (three addends, -10 to 10).	SMMA_LO_00123
		Ratios and Equations Targeted Lesson 6: Adding Positive and Negative Numbers	
		Find the missing two-digit addend in a number sentence (sums are 0, missing addend is first).	SMMA_LO_00104
		Find the missing subtrahend in a number sentence (minuends -9 to 0, differences -9 to 0).	SMMA_LO_01512
AR.Math.Content.7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.		
AR.Math.Content.7.NS.A.2.a	Understand that multiplication is extended from fractions to all rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, and the rules for multiplying signed numbers.	Ratios and Equations Targeted Lesson 9: Multiplying and Dividing Positive and Negative Numbers	
		Find the fractional part of a recipe (multiply a fraction and a mixed number).	SMMA_LO_00835
		Fractions and Decimals Targeted Lesson 22: Multiplying Fractions	
		Find a fractional part of a fraction.	SMMA_LO_00498
		Multiply fractions; no simplifying.	SMMA_LO_00469

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		Multiply three fractions; simplify if necessary.	SMMA_LO_00506
		Multiply fractions; simplify.	SMMA_LO_00475
		Model the multiplication of two fractions; complete an equation to show the product; interpret a real-world context that can be modeled by this equation.	SMMA_LO_02054
		Multiply fractions; simplify first.	SMMA_LO_00476
AR.Math.Content.7.NS.A.2.c	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 (e.g., If p and q are integers, then -(p/q) = (-p)/q = p/(-q).).	Find the missing dividend or divisor in a number sentence (combinations 7 x 13 to 9 x 19, all signs).	SMMA_LO_00320
		Divide integers (combinations 6 x 13 to 9 x 19, all signs).	SMMA_LO_00319
		Evaluate an algebraic expression (integers -10 to 10).	SMMA_LO_01842
		Divide integers (combinations 6 x 10 to -9 x 12, dividend or divisor is negative).	SMMA_LO_00316
		Divide integers (combinations 4 x 6 to 12 x 12).	SMMA_LO_00317
AR.Math.Content.7.NS.A.2.d	Interpret quotients of rational numbers by describing real-world contexts.	Interpret quotients of rational numbers by describing real-world contexts.	SMMA_LO_02088
AR.Math.Content.7.NS.A.2.e	Fluently multiply and divide rational numbers by applying properties of operations as strategies.	Ratios and Equations Targeted Lesson 9: Multiplying and Dividing Positive and Negative Numbers	
		Ratios and Equations Targeted Lesson 10: Determining the Sign	

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		Find the missing positive or negative factor in a number sentence.	SMMA_LO_00918
AR.Math.Content.7.NS.A.2.f	Convert a fraction to a decimal using long division.	Fractions and Decimals Targeted Lesson 29: Equivalent Decimals and Fractions	
		Determine the equivalent decimal for a mixed number.	SMMA_LO_00260
		Ratios and Equations Targeted Lesson 16: Relating Percents, Decimals, and Fractions	
		Complete the equivalence table by expressing a fraction as a decimal number and a percent (round answer to the nearest hundredth).	SMMA_LO_01822
		Match a decimal number to an equivalent fraction (tenths to thousandths).	SMMA_LO_00224
		Identify decimals or fractions that are not equivalent to a given decimal or fraction.	SMMA_LO_01094
		Divide to convert from a fraction to a decimal equivalent.	SMMA_LO_00258
		Match a fraction to a decimal (tenths, 0.1 to 0.9).	SMMA_LO_00184
		Determine the fraction and decimal that represent a model (base-ten blocks, tenths, 0.1 to 0.9).	SMMA_LO_00185
		Identify the division problem that can be used to rewrite a fraction as a decimal.	SMMA_LO_00257

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AR.Math.Content.7.NS.A.2.g	Know that the decimal form of a fraction terminates in 0s or eventually repeats.	Fractions and Decimals Targeted Lesson 29: Equivalent Decimals and Fractions	
		Ratios and Equations Targeted Lesson 16: Relating Percents, Decimals, and Fractions	
		Match a decimal number to an equivalent fraction (tenths to thousandths).	SMMA_LO_00224
		Identify decimals or fractions that are not equivalent to a given decimal or fraction.	SMMA_LO_01094
		Match a fraction to a decimal (tenths, 0.1 to 0.9).	SMMA_LO_00184
		Determine the fraction and decimal that represent a model (base-ten blocks, tenths, 0.1 to 0.9).	SMMA_LO_00185
AR.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers, including but not limited to complex fractions.	Find the missing negative addend in a number sentence (sums 1 to 8).	SMMA_LO_00105
		Ratios and Equations Targeted Lesson 7: Subtracting Positive and Negative Numbers	
		Ratios and Equations Targeted Lesson 9: Multiplying and Dividing Positive and Negative Numbers	
		Ratios and Equations Targeted Lesson 10: Determining the Sign	

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		Ratios and Equations Targeted Lesson 8: Relating Addition and Subtraction of Positive and Negative Numbers	
		Find the missing addend in a number sentence (sums -20 to 20).	SMMA_LO_00122
		Represent addition and subtraction of rational numbers (fractions) on a number line.	SMMA_LO_02153
		Evaluate the expression -(-a - b), where a and b have values from 1 to 9.	SMMA_LO_01532
		Find the missing subtrahend in a number sentence (minuends 0 to 10, subtrahends 2 to 11, negative differences).	SMMA_LO_01509
		Evaluate the expression -(a - b), where a and b have values from 1 to 9.	SMMA_LO_01531
		Find the missing two-digit addend in a number sentence (sums are 0).	SMMA_LO_00103
		Find the missing addend in a number sentence (three addends, -10 to 10).	SMMA_LO_00123
		Ratios and Equations Targeted Lesson 6: Adding Positive and Negative Numbers	
		Find the missing two-digit addend in a number sentence (sums are 0, missing addend is first).	SMMA_LO_00104
		Find the missing subtrahend in a number sentence (minuends -9 to 0, differences -9 to 0).	SMMA_LO_01512

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		Find the missing positive or negative factor in a number sentence.	SMMA_LO_00918
AR.Math.Content.7.EE	Expressions and Equations		
AR.Math.Content.7.EE.A	Use properties of operations to generate equivalent expressions.		
AR.Math.Content.7.EE.A.1	Apply properties of operations as strategies to add, subtract, expand, and factor linear expressions with rational coefficients.	Rewrite an expression from context by factoring and combining like terms.	SMMA_LO_02150
		Apply properties of operations to add two linear expressions.	SMMA_LO_02149
AR.Math.Content.7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		
AR.Math.Content.7.EE.B.3	Solve multi-step, real-life, and mathematical problems posed with positive and negative rational numbers in any form using tools strategically.		
AR.Math.Content.7.EE.B.3.a	Apply properties of operations to calculate with numbers in any form (e.g., -(1/4)(n-4)).	Apply the Associative Property of Addition to add three numbers.	SMMA_LO_02135
		Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.	SMMA_LO_02037
		Ratios and Equations Targeted Lesson 9: Multiplying and Dividing Positive and Negative Numbers	
		Identify an equivalent expression of commutativity for addition of integers.	SMMA_LO_00114
		Addition and Subtraction Targeted Lesson 6: Using the Associative Property with Sums of 10	

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		Addition and Subtraction Targeted Lesson 3: Adding Numbers from 1 to 20 Using the Commutative Property	
		Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	SMMA_LO_02036
		Apply the Commutative Property of Addition as a strategy to add two numbers; use fact families as a strategy to subtract two numbers.	SMMA_LO_02021
		Multiplication and Division Targeted Lesson 30: Using the Distributive Property	
AR.Math.Content.7.EE.B.3.c	Assess the reasonableness of answers using mental computation and estimation strategies (e.g., 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.).	Identify the best estimate of a sum, difference, or product.	SMMA_LO_00231
		Identify the best estimate for a sum using data in a table (three- and four-digit addends).	SMMA_LO_01620
		Identify the expression that gives the best estimate for an addition or subtraction problem in context (two-digit numbers).	SMMA_LO_01566

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		Addition and Subtraction Targeted Lesson 13: Introducing Two-Step Word Problems	
		Determine the reasonableness of a sum or difference (two- and three-digit numbers).	SMMA_LO_01259
		Multiplication and Division Targeted Lesson 15: One-Step Word Problems	
		Identify the most reasonable answer to a division problem involving money.	SMMA_LO_01279
		Addition and Subtraction Targeted Lesson 23: Adding and Subtracting Four-Digit Numbers	
		Identify the most reasonable quantity for a context (order of magnitude differs).	SMMA_LO_01586
		Identify the most reasonable answer to a multiplication problem involving money.	SMMA_LO_01278
AR.Math.Content.7.EE.B.4a	Use variables to represent quantities in a real-world or mathematical problem.	Students use proportions to calculate their weight on Mars.	SMMA_LO_02513
AR.Math.Content.7.EE.B.4b	Construct simple equations and inequalities to solve problems by reasoning about the quantities.	Identify the number sentence that can be used to solve a two-step problem in context.	SMMA_LO_01297
		Identify a number sentence that could be used to solve a multiplication problem.	SMMA_LO_01270
		Multiplication and Division Targeted Lesson 13: Multiplication and Division	

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		Identify related multiplication and division number sentences that can be used to solve a problem.	SMMA_LO_01080
		Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		Ratios and Equations Targeted Lesson 28: Solving Inequalities	
		Match equations and inequalities with real-world situations.	SMMA_LO_02140
		Write and use inequalities to decide whether vegetables in a processing plant meet quality standards	SMMA_LO_02511
		Generate and solve an equation with variables on both sides of the equal sign in a real-world context.	SMMA_LO_02145
		Ratios and Equations Targeted Lesson 27: Writing and Solving Equations from Situations	
		Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605

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AR.Math.Content.7.EE.B.4c	Solve word problems leading to equations of these forms px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently.	Solve for a, b, c, or d in a/b x c/d = e/f (combinations to 12 x 12).	SMMA_LO_00372
		Solve for a or c in (a/b - c/b = d/b (minuends 2/3 to 11/12).	SMMA_LO_00360
		Solve for a, b, or c in a + b + c = d (sums 10 to 19).	SMMA_LO_00335
		Solve for c in a - b = c (minuends 20 to 99, subtrahends 1 to 9, no regrouping).	SMMA_LO_00338
		Solve for a, b, c, or d in a/b ÷ c/d = e/f.	SMMA_LO_00377
		Solve for a or c in a/b + c/b = d/b (sums 2/3 to 11/12).	SMMA_LO_00356
		Solve for a or b in a x b = c (products from 0.2 x 0.6 to 0.9 x 0.9).	SMMA_LO_00369
		Solve for a or b in a ÷ b = c (combinations 0.6 ÷ 0.6 to 0.9 ÷ 0.9).	SMMA_LO_00370
		Solve for a or b in a x b = x (products 2 x 10 to 12 x 12).	SMMA_LO_00363
		Solve for a, b, or c in a/b ÷ c = d/e (combinations to 12 ÷ 12).	SMMA_LO_00375
		Solve for a or b in a ÷ b = c (combinations 6 ÷ 20 to 9 ÷ 90, multiples of 10).	SMMA_LO_00365
		Solve for a, b, or c in a ÷ b/c = d/e (combinations to 12 ÷ 12).	SMMA_LO_00371

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AR.Math.Content.7.EE.B.4e	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.	Solve an inequality of the form px + q > r or px + q < r; then graph the solution on a number line.	SMMA_LO_02084
		Ratios and Equations Targeted Lesson 28: Solving Inequalities	
		Write an inequality of the form px + q > r or px + q < r to represent a constraint in a real-world problem.	SMMA_LO_02083
AR.Math.Content.7.G	Geometry		
AR.Math.Content.7.G.A	Draw construct, and describe geometrical figures and describe the relationships between them.		
AR.Math.Content.7.G.A.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. Note: This concept ties into ratio and proportion.	Interpret scale drawings (metric and customary units of length).	SMMA_LO_00846
		Determine distances from scale drawings (inches to miles, cm to km).	SMMA_LO_00815
AR.Math.Content.7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions.		
AR.Math.Content.7.G.A.2.a	Given three measures of angles or sides of a triangle, notice when the conditions determine a unique triangle, more than one triangle, or no triangle.	Determine if triangles can be constructed with given sides and angles.	smma_lo_02176
AR.Math.Content.7.G.A.2.b	Differentiate between regular and irregular polygons.	Match similar irregular polygons.	SMMA_LO_00555
		Identify the regular polygons.	SMMA_LO_00651
		Identify polygons by their attributes.	smma_lo_02211

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		Match same size and shape (congruent) irregular polygons.	SMMA_LO_00545
AR.Math.Content.7.G.B	Solve real-life and mathematical problems involving angle measure, area, surface area and volume.		
AR.Math.Content.7.G.B.4a	Know the formulas for the area and circumference of a circle and use them to solve problems.	Given the radius, find the circumference of a circle within context.	SMMA_LO_01855
		Measure the diameter of a circle, and then determine the circumference.	SMMA_LO_01779
		Determine the most accurate representation of the circumference of a circle.	SMMA_LO_01784
		Given the diameter, find the circumference of a circle within context.	SMMA_LO_01856
		Measure the radius of a circle, and then determine the circumference.	SMMA_LO_01780
		Find the circumference, given the length of the diameter or the radius (pi = 3.14).	SMMA_LO_00828
		Measure the diameter of a circle, and then determine the area.	SMMA_LO_01781
		Measure the radius of a circle, and then determine the area.	SMMA_LO_01783
AR.Math.Content.7.G.B.6	Solve real-world and mathematical problems involving area of two-dimensional objects and volume and surface area of three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Use a formula to find the surface area of a cylinder or sphere.	SMMA_LO_00840

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		Find the volume of concrete needed to build a life-size model of Stonehenge	SMMA_LO_02508
		Generalize a figure for surface area, and then use that formula to find the surface area of a given figure.	SMMA_LO_02144
AR.Math.Content.7.SP	Statistics and Probability		
AR.Math.Content.7.SP.A	Use random sampling to draw inferences about a population.		
AR.Math.Content.7.SP.A.1	Understand that:		
AR.Math.Content.7.SP.A.1.b	Generalizations about a population from a sample are valid only if the sample is representative of that population.	Identify representative samples of a population.	SMMA_LO_02203
AR.Math.Content.7.SP.A.1.c	Random sampling tends to produce representative samples and support valid inferences.	Identify representative samples of a population.	SMMA_LO_02203
AR.Math.Content.7.SP.B	Draw informal comparative inferences about two populations.		
AR.Math.Content.7.SP.B.4	Draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples.	Compare estimates and variation in two samples.	SMMA_LO_02218
AR.Math.Content.7.SP.C	Investigate chance processes and develop, use, and evaluate probability models.		
AR.Math.Content.7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. 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.	Given a sentence describing an observed event, label a future occurrence as certain, possible, or impossible.	SMMA_LO_01143

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		Within the context of selecting without replacement from a cup containing three balls, each of a different color, label a given event prior to each selection as certain, possible, or impossible.	SMMA_LO_01147
		Given information about a current situation, classify a future event as being certain, possible, or impossible.	SMMA_LO_01139
		Given a graphical representation of a spinner partitioned into sectors of different sizes, each containing one of several possible pictures, label events as certain or impossible or pairs of events as more, less, or equally likely.	SMMA_LO_01212
		Create a set of colored balls whose contents are specified by whether it is certain, possible, or impossible to select a particular color.	SMMA_LO_01153
		Within the context of repeated selections without replacement from a bag containing two balls of the same color, label events as certain or impossible.	SMMA_LO_01141
AR.Math.Content.7.SP.C.6a	Collect data to approximate the probability of a chance event. Note: Emphasis should be given to the relationship between experimental and theoretical probability.	Determine theoretical and experimental probabilities.	SMMA_LO_02204

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AR.Math.Content.7.SP.C.6b	Observe its long-run relative frequency. Note: Emphasis should be given to the relationship between experimental and theoretical probability.	Determine theoretical and experimental probabilities.	SMMA_LO_02204
AR.Math.Content.7.SP.C.6c	Predict the approximate relative frequency given the probability. Note: Emphasis should be given to the relationship between experimental and theoretical probability.	Determine theoretical and experimental probabilities.	SMMA_LO_02204
AR.Math.Content.7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.		
AR.Math.Content.7.SP.C.8.a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Identify the probability of two independent outcomes, and then determine the probability of the combination of the two outcomes occurring simultaneously.	SMMA_LO_01224
AR.Math.Content.7.SP.C.8.c	Identify the outcomes in the sample space which compose the event. Generate frequencies for compound events using a simulation.	Given a coordinate grid to represent outcomes of tossing a pair of number cubes, identify the point that represents a given pair of outcomes.	SMMA_LO_01218
		Given a coordinate grid to represent outcomes of tossing a pair of number cubes, identify all points that represent the sum given for a pair of outcomes.	SMMA_LO_01219
		Given a graphical representation of two spinners, count all the possible outcomes for spinning each spinner once.	SMMA_LO_01665