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**Colorado Academic Standards
Mathematics 2020
Grade 7**

Alignments to SuccessMaker

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Colorado Academic Standards' Codes	Colorado Academic Standards Mathematics 2020 Grade 7	SuccessMaker Item Descriptions	Item IDs
1	Number and Quantity		
7.RP.A	Ratios & Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems.		
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.	Identify two unit rates for a given word problem.	SMMA_LO_02114
		Calculate, compare, and use units rates to find the best prices for bakery ingredients.	SMMA_LO_02510
		Find the amount of an ingredient needed to make two, three or four times a recipe.	SMMA_LO_01627
7.RP.A.2	Identify and represent proportional relationships between quantities.		
7.RP.A.2.a	Determine 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.	Determine the fraction needed to complete the proportion.	SMMA_LO_01827
		Identify the correct proportion for the context, and then solve.	SMMA_LO_01826
7.RP.A.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Identify the unit rate given a table, a graph, an equation, a diagram, or a word problem.	SMMA_LO_02001
		Identify the constant of proportionality given a table, a graph, an equation, a diagram, or a word problem.	SMMA_LO_02002
		Ratios and Equations Targeted Lesson 12: Rates, Formulas, and Graphs	
		Ratios and Equations Targeted Lesson 14: Graphing Proportional Relationships	

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7.RP.A.2.c	Represent proportional relationships by equations. For example, 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
		Given the number of kilowatt-hours used and a price, find the total cost of power.	SMMA_LO_01336
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
		Graph proportional relationships and interpret the unit rate as the slope of the graph.	SMMA_LO_02073
		Ratios and Equations Targeted Lesson 14: Graphing Proportional Relationships	
7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	Find the total cost, given an amount and the sales tax percentage.	SMMA_LO_00178
		Find the percent of increase.	SMMA_LO_00278
		Identify a correct expression to solve a problem about sales tax.	SMMA_LO_00845
		Students use percents to interpret increase in number of views on a video.	SMMA_LO_02512
		Find the number of grams that represents a percentage of the total weight (whole numbers).	SMMA_LO_01636
		Find total earnings for two to four weeks given the weekly salary, commission percentage, and total sales (whole number percents).	SMMA_LO_01637
		Solve for a variable in the formula for simple interest (whole numbers and decimals).	SMMA_LO_01805

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		Find the combined area of two walkways and the total cost of paving stones to cover the walkway.	SMMA_LO_02501
		Find a percent of a money amount ($0.80 to $10.80).	SMMA_LO_00270
		Solve a problem in context using proportions.	SMMA_LO_01635
		Ratios and Equations Targeted Lesson 17: What Does the Percent Refer To?	
		Ratios and Equations Targeted Lesson 18: Solving Percent Problems	
7.NS.A	The Number System: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		
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.	Represent addition and subtraction of rational numbers (fractions) on a number line.	SMMA_LO_02153
		Represent addition and subtraction of rational numbers (decimals) on a number line.	SMMA_LO_02154
		Represent addition of integers on a number line.	SMMA_LO_02085
		Ratios and Equations Targeted Lesson 6: Adding Positive and Negative Numbers	
		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	

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7.NS.A.1.a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	Describe situations that can be represented by opposite quantities.	SMMA_LO_02086
7.NS.A.1.b	Demonstrate $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. 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.	Add two negative integers or add 0 and a negative integer (sums -20 to 0).	SMMA_LO_00107
		Add a positive and a negative integer (one-digit addends, sums -9 to 9).	SMMA_LO_00108
		Add two integers using addition facts (addends -10 to 10, sums -20 to 20).	SMMA_LO_00109
7.NS.A.1.c	Demonstrate 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.	Subtract integers using a number line (differences -5 to 1).	SMMA_LO_01505
		Subtract integers (minuends 0 to 10, subtrahends 1 to 10, differences negative).	SMMA_LO_01506
		Subtract integers (minuends 0 to 19, subtrahends 1 to 20, negative differences).	SMMA_LO_01507
		Subtract integers (minuends 0 to 19, subtrahends 1 to 20, negative differences).	SMMA_LO_01508
		Subtract integers (minuends 0 to 19, subtrahends 1 to 20, negative differences).	SMMA_LO_01510
		Subtract integers using a number line (differences -5 to 4).	SMMA_LO_01511
		Subtract integers (minuends –11 to –20, subtrahends –1 to –10, negative differences).	SMMA_LO_01513
		Identify a - b as equivalent to a + (-b), where a and b are 1 to 20.	SMMA_LO_01514

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		Identify -a - b as equivalent to -a + (-b) (minuends -20 to -1).	SMMA_LO_01515
		Subtract integers (minuends 0 to 19, subtrahends 1 to 20, negative differences).	SMMA_LO_01516
		Identify a - (-b) as equivalent to a + b (minuends 1 to 10).	SMMA_LO_01517
		Subtract integers (minuends 0 to 19, subtrahends 1 to 20, negative differences).	SMMA_LO_01520
		Identify -a - (-b) as equivalent to -a + b (minuends and subtrahends -9 to 9).	SMMA_LO_01521
		Subtract integers (minuends -10 to 0, subtrahends -10 to -1).	SMMA_LO_01522
		Subtract integers (minuends 0 to 19, subtrahends 1 to 20, negative differences).	SMMA_LO_01525
		Subtract integers (minuends 0 to 19, subtrahends 1 to 20, negative differences).	SMMA_LO_01526
		Identify -(a - b) as equivalent to -a + b with variables.	SMMA_LO_01529
		Identify -(-a - b) as equivalent to a + b with variables.	SMMA_LO_01530
		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	
7.NS.A.1.d	Apply properties of operations as strategies to add and subtract rational numbers.	Identify an equivalent expression of commutativity for addition of integers.	SMMA_LO_00114
		Add integers in an associative expression ((a + b) + c, three addends -10 to 10).	SMMA_LO_00113
		Ratios and Equations Targeted Lesson 6: Adding Positive and Negative Numbers	
		Ratios and Equations Targeted Lesson 8: Relating Addition and Subtraction of Positive and Negative Numbers	

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7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Ratios and Equations Targeted Lesson 9: Multiplying and Dividing Positive and Negative Numbers	
7.NS.A.2.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.	Identify an equivalent variable expression (-(a + b) = -a + (-b)).	SMMA_LO_00124
		Identify a x (b - c) as equivalent to (a x b) - (a x c).	SMMA_LO_00130
		Multiply a negative integer by a positive integer (products -144 to -4).	SMMA_LO_00914
		Multiply two negative integers (products 4 to 144).	SMMA_LO_00915
		Multiply a negative integer by a positive integer (one-digit number x two-digit multiple of 10).	SMMA_LO_00917
		Ratios and Equations Targeted Lesson 9: Multiplying and Dividing Positive and Negative Numbers	
7.NS.A.2.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.	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
		Divide integers (combinations 6 x 13 to 9 x 19, all signs).	SMMA_LO_00319
		Interpret quotients of rational numbers by describing real-world contexts.	SMMA_LO_02088

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7.NS.A.2.c	Apply properties of operations as strategies to multiply and divide rational numbers.	Identify -(a - b) as equivalent to -a + b (a and b from 1 to 9).	SMMA_LO_01523
		Identify -(-a - b) as equivalent to a + b (a and b from 1 to 9).	SMMA_LO_01524
		Identify a x (b - c) as equivalent to (a x b) - (a x c) with variables.	SMMA_LO_01533
		Identify a x (b - c) as equivalent to (a x b) - (a x c).	SMMA_LO_01534
		Divide integers (combinations 6 x 13 to 9 x 19, all signs).	SMMA_LO_00319
		Ratios and Equations Targeted Lesson 9: Multiplying and Dividing Positive and Negative Numbers	
7.NS.A.2.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.	Divide to convert from a fraction to a decimal equivalent.	SMMA_LO_00258
		Determine the equivalent decimal for a mixed number.	SMMA_LO_00260
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.)	Find the missing two-digit addend in a number sentence (sums are 0).	SMMA_LO_00103
		Find the missing two-digit addend in a number sentence (sums are 0, missing addend is first).	SMMA_LO_00104
		Find the missing negative addend in a number sentence (sums 1 to 8).	SMMA_LO_00105
		Find the missing addend in a number sentence (missing addends -10 to 10, sums -20 to 20).	SMMA_LO_00110
		Add three integers (sum -10 to 10).	SMMA_LO_00111
		Add integers in an associative expression ((a + b) + c, three addends -10 to 10).	SMMA_LO_00113
		Identify -(a + b) as equivalent to -a + (-b), where a and b are 1 to 9.	SMMA_LO_00115
		Identify -(a + b) as equivalent to -a - b, where a and b are 1 to 9.	SMMA_LO_00116

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		Add two integers (-20 to 20).	SMMA_LO_00121
		Find the missing addend in a number sentence (sums -20 to 20).	SMMA_LO_00122
		Find the missing addend in a number sentence (three addends, -10 to 10).	SMMA_LO_00123
		Find the missing dividend or divisor (combinations 2 x 13 to 5 x 19).	SMMA_LO_00309
		Finding the missing dividend or divisor (combinations 6 x 13 to 9 x 19).	SMMA_LO_00310
		Find the missing dividend or divisor in a number sentence (combinations 7 x 13 to 9 x 19, all signs).	SMMA_LO_00320
		Solve for a, b, or c in a/b ÷ c = d/e (combinations to 12 ÷ 12).	SMMA_LO_00375
		Solve for a, b, c, or d in a/b ÷ c/d = e/f.	SMMA_LO_00377
		Find the missing positive or negative factor in a number sentence.	SMMA_LO_00918
		Multiply three integers (one-digit factors with absolute values 2 to 10).	SMMA_LO_00920
		Find the missing subtrahend in a number sentence (minuends 0 to 10, subtrahends 2 to 11, negative differences).	SMMA_LO_01509
		Find the missing subtrahend in a number sentence (minuends -9 to 0, differences -9 to 0).	SMMA_LO_01512
		Solve a two-step addition problem to find a person-s age in 5 to 20 years from now.	SMMA_LO_01631
		Find the temperature given the initial temperature and the temperature increase.	SMMA_LO_01632
		Students use calculations on rational numbers to figure out the speed at which James Cameron descended into Mariana Trench.	SMMA_LO_02514
		Ratios and Equations Targeted Lesson 6: Adding Positive and Negative Numbers	SMMA_LO_01818
		Ratios and Equations Targeted Lesson 7: Subtracting Positive and Negative Numbers	

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		Ratios and Equations Targeted Lesson 8: Relating Addition and Subtraction of 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	
2	Algebra and Functions		
7.EE.A	Expressions & Equations: Use properties of operations to generate equivalent expressions.		
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Apply properties of operations to add two linear expressions.	SMMA_LO_02149
		Rewrite an expression from context by factoring and combining like terms.	SMMA_LO_02150
7.EE.A.2	Demonstrate 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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	Identify the equivalent expression for a fraction, whole number, or a mixed number being divided by a fraction, a whole number, or a mixed number.	SMMA_LO_00511
		Rewrite an expression from context by factoring and combining like terms.	SMMA_LO_02150
7.EE.B	Expressions & Equations: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		

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7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. on the exact computation.	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, b, or c in a/b ÷ c = d/e (combinations to 12 ÷ 12).	SMMA_LO_00375
		Solve for a, b, c, or d in a/b ÷ c/d = e/f.	SMMA_LO_00377
		Find the combined area of two walkways and the total cost of paving stones to cover the walkway.	SMMA_LO_02501
		Students use calculations on rational numbers to figure out the speed at which James Cameron descended into Mariana Trench.	SMMA_LO_02514
		Figure the expected expenses and income to help decide if it is worth setting up a Taco Truck at the county fair.	SMMA_LO_02503
		Addition and Subtraction Targeted Lesson 13: Introducing Two-Step Word Problems	
7.EE.B.4	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.	Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275

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		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Represent solutions for one-variable, one-step equations and inequalities on a number line.	SMMA_LO_00357
		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	
7.EE.B.4.a	Solve word problems leading to equations of the form $px \pm q = r$ and $p(x \pm q) = r$, 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. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	Use a model and an equation to solve word problems involving the addition of fractions with like denominators.	SMMA_LO_02004
		Solve a two-step addition problem to find a person-s age in 5 to 20 years from now.	SMMA_LO_01631
		Use a model and an equation to solve word problems involving the subtraction of fractions with like denominators.	SMMA_LO_02016
		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	

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7.EE.B.4.b	Solve word problems leading to inequalities of the form $px \pm q > r$, $px \pm q \geq r$, $px \pm q < r$, or $px \pm q \leq r$, 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. For example: 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.	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
		Solve an inequality of the form px + q > r or px + q < r; then graph the solution on a number line.	SMMA_LO_02084
		Represent solutions for one-variable, one-step equations and inequalities on a number line.	SMMA_LO_00357
		Write and use inequalities to decide whether vegetables in a processing plant meet quality standards	SMMA_LO_02511
		Ratios and Equations Targeted Lesson 28: Solving Inequalities	
3	Data, Statistics, and Probability		
7.SP.A	Statistics & Probability: Use random sampling to draw inferences about a population.		
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; explain that generalizations about a population from a sample are valid only if the sample is representative of that population. Explain that random sampling tends to produce representative samples and support valid inferences.	Identify representative samples of a population.	SMMA_LO_02203
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	Make predictions based on a sample.	SMMA_LO_01223

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7.SP.B	Statistics & Probability: Draw informal comparative inferences about two populations.		
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	Use MAD to identify the difference between the means of two data distributions.	SMMA_LO_02177
		Determine the range, mean, or median of a data set in context.	SMMA_LO_02175
		Determine the mean, median, MAD, or IQR of a data set.	SMMA_LO_02173
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.	Find and compare the average variation of two sets of data.	SMMA_LO_01221
		Compare estimates and variation in two samples.	SMMA_LO_02218
7.SP.C	Statistics & Probability: Investigate chance processes and develop, use, and evaluate probability models.		
7.SP.C.5	Explain 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.	Given the graphical representation of a bowl containing marbles of two colors, represent on a qualitative ordinal scale the probability of an event (6 to 11 marbles in the bowl).	SMMA_LO_01165
		Given a graphical representation of a bowl containing marbles of two colors, represent on a qualitative ordinal scale the probability of an event and its complement.	SMMA_LO_01171
		Express an event as a ratio of the number of favorable outcomes to the total number of outcomes (bowl containing marbles of two colors).	SMMA_LO_01179

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		Write a fraction to express the probability of an event.	SMMA_LO_01667
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, 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.	Determine the event that is most or least likely; then conduct a simulation in which the results are recorded so that theoretical and experimental probability can be compared.	SMMA_LO_01738
		Given a graphical representation of an urn containing balls of three colors, determine qualitatively which event is more probable to occur (5 to 8 times as many balls of one color as of the other color).	SMMA_LO_01157
		Given a graphical representation of an urn containing balls of two colors, determine qualitatively which color is more probable to be randomly selected (2 to 4 times as many balls of one color as of the other color).	SMMA_LO_01159
		Using a graphical representation of an urn and a set of balls of two colors, modify a random experiment so that the qualitative probability of getting one color is greater than that of getting the other color.	SMMA_LO_01161
		Given a graphical representation of an urn containing balls of three colors, determine qualitatively which event is more probable to occur.	SMMA_LO_01163
		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

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		Within the context of selecting without replacement from a bowl containing marbles of two colors, indicate the effect of changes on the probability of the event in both the number of possible outcomes favorable to an event and the total number of possible.	SMMA_LO_01200
		Within the context of selecting without replacement from a bowl containing marbles of two colors, indicate the effect of changes on the probability of the event in both the number of possible outcomes favorable to an event and the total number of possible.	SMMA_LO_01203
7.SP.C.7	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.		

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7.SP.C.7.a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, 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.	In the context of randomly selecting a card that has one of two pictures on it, compute the probability of each picture being selected from a set of cards (total of 4 to 7 cards).	SMMA_LO_01211
		In the context of randomly selecting a card that has a certain me on it, compute the probability of each me being selected from a set of cards.	SMMA_LO_01215
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Identify a simulation to accurately determine the probability of compound events.	SMMA_LO_02205
7.SP.C.8.a	Explain 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
7.SP.C.8.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.	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
7.SP.C.8.c	Design and use a simulation to generate frequencies for compound events.	Identify a simulation to accurately determine the probability of compound events.	SMMA_LO_02205
4	Geometry		

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7.G.A	Geometry: Draw, construct, and describe geometrical figures and describe the relationships between them.		
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.	Identify the scale factor in similar shapes to find the missing corresponding sides.	SMMA_LO_00513
		Determine distances from scale drawings (inches to miles, cm to km).	SMMA_LO_00815
		Interpret scale drawings (metric and customary units of length).	SMMA_LO_00846
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in cross sections of right rectangular prisms and right rectangular pyramids.	Identify the cross section of a three-dimensional figure.	SMMA_LO_00668
7.G.B	Geometry: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
7.G.B.4	State 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.	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 circumference.	SMMA_LO_01779
		Measure the radius of a circle, and then determine the circumference.	SMMA_LO_01780
		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
		Determine the most accurate representation of the circumference of a circle.	SMMA_LO_01784
		Given the radius, find the circumference of a circle within context.	SMMA_LO_01855

Colorado Academic Standards' Codes	Colorado Academic Standards Mathematics 2020 Grade 7	SuccessMaker Item Descriptions	Item IDs
		Given the diameter, find the circumference of a circle within context.	SMMA_LO_01856
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multistep problem to write and solve simple equations for an unknown angle in a figure.	Solve a problem involving equal angle measures.	SMMA_LO_00677
		Find the measure of the missing angle in a diagram.	SMMA_LO_00674
7.G.B.6	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Find the area of a triangle (2 to 72 square inches).	SMMA_LO_00176
		Use a formula to find the area of a parallelogram.	SMMA_LO_00824
		Find the area of a triangle using a formula.	SMMA_LO_00827
		Find the volume of a rectangular or triangular prism.	SMMA_LO_00838
		Choose the best estimate for the volume of a rectangular prism.	SMMA_LO_00848
		Solve for a variable in the formula for volume of a rectangular prism (whole numbers and mixed numbers).	SMMA_LO_01817
		Calculate the volume of a rectangular prism; then convert the cubic feet or cubic meters into gallons or liters.	SMMA_LO_01819
		Use a formula to find the surface area of a cylinder or sphere.	SMMA_LO_00840
		Generalize a figure for surface area, and then use that formula to find the surface area of a given figure.	SMMA_LO_02144
		Find the volume of concrete needed to build a life-size model of Stonehenge.	SMMA_LO_02508
		Multiplication and Division Targeted Lesson 26: Solving Area Word Problems	
		Multiplication and Division Targeted Lesson 28: Area and Perimeter Word Problems	