

7th Grade Learning Progression

Prerequisite knowledge:
Fractions (concept and operations), area calculations

Later big ideas that build on this big idea include:
Independent and dependent events.

I can find the theoretical probability of an event and show my answer as a fraction, decimal, or percent. [6.3.G]

I can determine probabilities of events concerning spinners, marbles, coins, dices, cards and the like.

I understand that prob. can be displayed as a percent, decimal, or fraction and can change one form to another.

Teacher will orally check students' abilities to find probabilities.

Students will complete a small table interchanging fractions, decimals, and percents as an exit slip.

I understand how geometric area can relate to probabilities [Unspecified Standard]

I can find the probabilities of picking a point inside an area (geometric probability).

As the students work on geometric probability problems in pairs, the teacher will touch basis with each group to assess their understanding.

I understand why the more times I perform an experiment the closer my overall results get to the predicted probability. [7.4.B]

I can explain why even though the probability of rolling each number on a six-sided die is 1 in 6, if I roll a die 6 times I will probably not get each number once.

Exit Task:
"Sally flipped a coin 10 times and gets 3 heads and 7 tails. If she continues to flip a total of 100 times, how many heads do you think she'll get and explain your reasoning."

Student calculates and uses theoretical probabilities to predict experimental outcomes [7.4.B]