



**2013–2014  
Grade 7**

This three part document serves as a guide for the transition from the Nevada State Standards (NSS) to the Common Core State Standards (CCSS). Users of this document should also refer to the Grade 7 Introduction and Narrative, and the Glossary of the CCSS.

Part I: The tables below list the Common Core State Standards introduced or maintained in Grade 7 in school year 2013–2014. Corresponding Nevada State Standards are listed where the content matches in whole or in part. Teachers are expected to maintain the NSS as well as teach the CCSS. In many cases, the expectations of the CCSS exceed the NSS. Teachers must move their instruction, and therefore their students’ mathematical knowledge, from the level of the NSS to these CCSS. Teachers must also incorporate the *Standards for Mathematical Practice* into instruction to complete students’ educational experiences. Additional clarification is provided in the comments for some CCSS. Cells shaded gray indicate CCSS introduced in school years 2011–2012 and 2012–2013 that must be maintained.

<b>Ratios and Proportional Relationships</b>			
<b>Analyze proportional relationships and use them to solve real-world and mathematical problems.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i>	3.8.5 Apply ratios and proportions to calculate rates and solve mathematical and practical problems using indirect measure.	-1	Extend work with ratios and proportions in the NSS to include complex fractions.
7.RP.2 Recognize and represent proportional relationships between quantities.  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.	3.7.5 Write and apply proportions to solve mathematical and practical problems involving measurement and monetary conversions.	0	Extend writing and applying proportions in the NSS to include exploration of proportions in multiple ways.
7.RP.2 Recognize and represent proportional relationships between quantities.  b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.			

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<b>Ratios and Proportional Relationships</b> <b>Analyze proportional relationships and use them to solve real-world and mathematical problems.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7.RP.2 Recognize and represent proportional relationships between quantities.  c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i>	3.7.5 Write and apply proportions to solve mathematical and practical problems involving measurement and monetary conversions.	0	Extend work with measurement and monetary conversions in the NSS to include other applications.
7.RP.2 Recognize and represent proportional relationships between quantities.  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.			
7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>	3.7.4 Calculate simple interest in monetary problems.	0	
	3.7.5 Write and apply proportions to solve mathematical and practical problems involving measurement and monetary conversions.	0	Extend writing and applying proportions in the NSS to percent error and other applications of multistep ratio and percent problems.
	3.8.4 Calculate percents in monetary problems.	-1	

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<b>The Number System</b> <b>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7.NS.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.  a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	1.8.8 Identify and apply the Identity property, Inverse property, and the absolute value of real numbers to solve problems.	-1	Extend the NSS to describing real-world situations and not simply identifying and applying the properties.
7.NS.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.  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. 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.	1.8.8 Identify and apply the Identity property, Inverse property, and the absolute value of real numbers to solve problems.	-1	Extend the application of absolute value in the NSS to addition and subtraction on a number line.
7.NS.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.  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.	1.8.8 Identify and apply the Identity property, Inverse property, and the absolute value of real numbers to solve problems.	-1	Extend the application of the Inverse property and absolute value in the NSS to addition and subtraction on a number line.

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<b>The Number System</b> <b>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7.NS.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.  d. Apply properties of operations as strategies to add and subtract rational numbers.	1.7.7 Calculate with integers and other rational numbers to solve mathematical and practical situations.  Use order of operations to evaluate expressions and solve one-step equations (containing rational numbers).	0	
	1.7.8 Identify and apply the Distributive, Commutative, and Associative properties of rational numbers to solve problems.	0	
7.NS.2 Recognize and represent proportional relationships between quantities.  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.	1.7.7 Calculate with integers and other rational numbers to solve mathematical and practical situations.  Use order of operations to evaluate expressions and solve one-step equations (containing rational numbers).	0	Extend the teaching of rules for operations with signed numbers in the NSS to an <u>understanding</u> of the rules through the use of properties of rational numbers.
	1.7.8 Identify and apply the Distributive, Commutative, and Associative properties of rational numbers to solve problems.	0	
7.NS.2 Recognize and represent proportional relationships between quantities.  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.	1.7.7 Calculate with integers and other rational numbers to solve mathematical and practical situations.  Use order of operations to evaluate expressions and solve one-step equations (containing rational numbers).	0	Extend the teaching of rules for operations with signed numbers in the NSS to an <u>understanding</u> of the rules through the use of properties of rational numbers.
	1.7.8 Identify and apply the Distributive, Commutative, and Associative properties of rational numbers to solve problems.	0	
7.NS.2 Recognize and represent proportional relationships between quantities.  c. Apply properties of operations as strategies to multiply and divide rational numbers.	1.7.8 Identify and apply the Distributive, Commutative, and Associative properties of rational numbers to solve problems.	0	
	1.8.8 Identify and apply the Identity property, Inverse property, and the absolute value of real numbers to solve problems.	-1	

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<b>The Number System</b> <b>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7.NS.2 Recognize and represent proportional relationships between quantities.  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.	1.7.2 Translate among fractions, decimals, and percents, including fractional percents.	0	Extend the skill of translating from a fraction to a decimal in the NSS to <u>understanding</u> that the decimal form of a fraction must terminate or repeat.
7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.  <i>Note: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.</i>	1.7.7 Calculate with integers and other rational numbers to solve mathematical and practical situations.  Use order of operations to evaluate expressions and solve one-step equations (containing rational numbers).	0	

<b>Expressions and Equations</b> <b>Use properties of operations to generate equivalent expressions.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.			
7. EE.2 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. <i>For example, <math>a + 0.05a = 1.05a</math> means that “increase by 5%” is the same as “multiply by 1.05.</i>			

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<b>Expressions and Equations</b> <b>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7. EE.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. <i>For example: 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.</i>	1.7.2 Translate among fractions, decimals, and percents, including fractional percents.	0	
	1.7.6 Generate a reasonable estimate for a computation using a variety of methods.  Select and round to the appropriate significant digit.	0	Application to real-world situations may or may not require rounding.
	1.7.7 Calculate with integers and other rational numbers to solve mathematical and practical situations.  Use order of operations to evaluate expressions and solve one-step equations (containing rational numbers).	0	
	1.7.8 Identify and apply the Distributive, Commutative, and Associative properties of rational numbers to solve problems.	0	
	1.8.8 Identify and apply the Identity property, Inverse property, and the absolute value of real numbers to solve problems.	-1	
7. EE.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.  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. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	2.8.2 Evaluate formulas and algebraic expressions using rational numbers (with and without technology).  Solve and graphically represent equations and inequalities in one variable, including absolute value.	-1	

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**Expressions and Equations**

**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
<p>7. EE.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.</p> <p>b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>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.</i></p>	<p>2.8.2 Evaluate formulas and algebraic expressions using rational numbers (with and without technology).</p> <p>Solve and graphically represent equations and inequalities in one variable, including absolute value.</p>	-1	Extend graphing of inequalities in the NSS to interpretation in context in real-world situations.

**Geometry**

**Draw, construct, and describe geometrical figures and describe the relationships between them.**

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
<p>7.G.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.</p>	<p>4.6.2 Determine actual measurements represented on scale drawings. Convert actual measurements to scale.</p>	+1	
	<p>4.7.2 Make scale drawings using ratios and proportions.</p>	0	
<p>7.G.2 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.</p>	<p>4.6.8 Construct circles, angles, and triangles based on given measurements using a variety of methods and tools including compass, straight edge, paper folding, and technology.</p>	+1	
	<p>4.8.8 Construct geometric figures using a variety of tools.</p>	-1	
<p>7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p>	<p>4.7.4 Make a model of a three-dimensional figure from a two-dimensional drawing. Make a two-dimensional drawing of a three-dimensional figure.</p>	0	Extend work with figures in the NSS to include finding cross-sections of 3-D shapes by slicing.

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<b>Geometry</b>			
<b>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
7.G.4 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.	3.6.3 Select, model, and apply formulas to find the perimeter, circumference, and area of plane figures.	+1	Extend the use of formulas in the NSS to derivation of the relationship between circumference and area of a circle.
7.G.5 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.	4.12.6 Solve problems using complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal and angles in polygons.	-2	
7.G.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.	3.7.3 Select, model, and apply formulas to find the volume and surface area of solid figures.	0	Extend applying formulas in the NSS to real-world situations.

<b>Statistics and Probability</b>			
<b>Use random sampling to draw inferences about a population.</b>			
<b>Common Core State Standard (CCSS)</b>	<b>Nevada State Standard (NSS)</b>	<b>Change<sup>1</sup></b>	<b>Comments</b>
7.SP.1 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.	5.8.1 Formulate questions and design a study that guides the collection of data.  Organize, display, and read data including box and whisker plots (with and without technology).	-1	Extend collection of data in the NSS to include methods involving random sampling.
	5.12.3 Distinguish between a sample and a census.  Identify sources of bias and their effect on data representations and statistical conclusions.  Use the shape of a normal distribution to compare and analyze data from a sample.	-2	
	5.12.6 Design, construct, analyze, and select an appropriate type of graphical representations to communicate the results of a statistical experiment.  Formulate and justify inferences based on a valid data sample.	-2	

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<b>Statistics and Probability</b> <b>Use random sampling to draw inferences about a population.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7.SP.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. <i>For example, 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.</i>	5.8.1 Formulate questions and design a study that guides the collection of data.  Organize, display, and read data including box and whisker plots (with and without technology).	-1	Extend collection of data in the NSS to collecting multiple samples and simulating samples.
	5.12.6 Design, construct, analyze, and select an appropriate type of graphical representations to communicate the results of a statistical experiment.  Formulate and justify inferences based on a valid data sample.	-2	
<b>Statistics and Probability</b> <b>Draw informal comparative inferences about two populations.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7.SP.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. <i>For example, 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.</i>			
7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, 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.</i>	5.8.2 Select and apply appropriate measures of data distribution, using interquartile range and central tendency.	-1	Extend selecting and applying measures of variation in the NSS to include mean absolute deviation.
	5.12.6 Design, construct, analyze, and select an appropriate type of graphical representations to communicate the results of a statistical experiment.  Formulate and justify inferences based on a valid data sample.	-2	Extend work with graphical representations in the NSS to those facilitating comparison of two populations.  Extend formulating and justifying inferences in the NSS to comparison between to populations.

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<b>Statistics and Probability</b> <b>Investigate chance processes and develop, use, and evaluate probability models.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
<b>7.SP.5</b> 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.	<b>5.7.5</b> Find the theoretical probability of an event using different counting methods including sample spaces and compare that probability with experimental results.  Represent the probability of an event as a number between 0 and 1.	0	
<b>7.SP.6</b> 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. <i>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.</i>	<b>5.6.5</b> Find experimental probability using concrete materials.  Represent the results of simple probability experiments as fractions, decimals, percents, and ratios to make predictions about future events.	+1	
<b>7.SP.7</b> 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. <i>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.</i>	<b>5.7.5</b> Find the theoretical probability of an event using different counting methods including sample spaces and compare that probability with experimental results.  Represent the probability of an event as a number between 0 and 1.	0	Extend finding theoretical probabilities in the NSS to developing probability models.

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<b>Statistics and Probability</b> <b>Investigate chance processes and develop, use, and evaluate probability models.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
<b>7.SP.7</b> 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.  b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, 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?</i>	<b>5.6.5</b> Find experimental probability using concrete materials.  Represent the results of simple probability experiments as fractions, decimals, percents, and ratios to make predictions about future events.	+1	Extend finding experimental probabilities in the NSS to developing probability models.
	<b>5.7.5</b> Find the theoretical probability of an event using different counting methods including sample spaces and compare that probability with experimental results.  Represent the probability of an event as a number between 0 and 1.	0	Extend finding experimental probabilities in the NSS to developing probability models.
	<b>5.12.5</b> Determine the probability of an event with and without replacement using sample spaces.  Design, conduct, analyze, and effectively communicate the results of multi-stage probability experiments.	-2	
<b>7.SP.8</b> 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>5.12.5</b> Determine the probability of an event with and without replacement using sample spaces.  Design, conduct, analyze, and effectively communicate the results of multi-stage probability experiments.	-2	Formal counting methods, such as combinations and permutations, are not required by this CCSS.
<b>7.SP.8</b> Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  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.	<b>5.12.5</b> Determine the probability of an event with and without replacement using sample spaces.  Design, conduct, analyze, and effectively communicate the results of multi-stage probability experiments.	-2	Formal counting methods, such as combinations and permutations, are not required by this CCSS.

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<b>Statistics and Probability</b> <b>Investigate chance processes and develop, use, and evaluate probability models.</b>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change <sup>1</sup>	Comments
7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.  c. Design and use a simulation to generate frequencies for compound events. <i>For example, 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?</i>	5.12.5 Determine the probability of an event with and without replacement using sample spaces.  Design, conduct, analyze, and effectively communicate the results of multi-stage probability experiments.	-2	Extend determining probability using sample spaces in the NSS to include finding them through simulation.  Formal counting methods, such as combinations and permutations, are not required by this CCSS.

Parts II and III: All Nevada State Standards are now obsolete. All Common Core State Standards will be now assessed.

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