

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
8/18/10 to 9/10/10 (17 days)	use real numerals across the operations of +, -, x, and division, compute rates, make measurement conversions, use properties (commutativity, distributive, and identity); square roots,	N1 Use scientific notation to express large numbers and small numbers between 0 and 1.	NA Use scientific notation to express large numbers and numbers less than one.	Revisiting Numbers	End-of-Unit (Common Assessment)
		N2 Recognize that natural numbers, whole numbers, integers, rational numbers and irrational numbers are subsets of the real number system.	NB Identify subsets of the real number system.		
		N4 Explain and use the inverse and identity properties and use inverse relationships (addition/subtraction, multiplication/division, squaring/square roots) in problem solving situations.	NC Apply properties of operations and the real number system, and justify when they hold for a set of numbers.		
		N5 Determine when an estimate is sufficient and when an exact answer is needed in problem situations, and evaluate estimates in relation to actual answers; e.g., very close, less than, greater than.	NG Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.		
		N6 Estimate, compute and solve problems involving rational numbers, including ratio, proportion and percent, and judge the reasonableness of solutions.	NH Find the square root of perfect squares, and approximate the square root of non-perfect squares.		
		N7 Find the square root of perfect squares, and approximate the square root of non-perfect squares as consecutive integers between which the root lies; e.g., the square root of 130 is between 11 and 12.	NI Estimate, compute and solve problems involving scientific notation, square roots and numbers with integer exponents.		
		N8 Add, subtract, multiply, divide and compare numbers written in scientific notation.	MD Use proportional reasoning and apply indirect measurement techniques, including right triangle trigonometry and properties of similar triangles, to solve problems involving measurements and rates.		
		N3 Apply order of operations to simplify expressions and perform computations involving integer exponents and radicals.			
		M1 Compare and order the relative size of common U.S. customary units and metric units; e.g., mile and kilometer, gallon and liter, pound and kilogram.			
M2 Use proportional relationships and formulas to convert units from one measurement system to another; e.g., degrees Fahrenheit to degrees Celsius.					

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
		M7 Apply proportional reasoning to solve problems involving indirect measurements or rates.			
		M3 Use appropriate levels of precision when calculating with measurements.	MB Use formulas to find surface area and volume for specified three dimensional objects accurate to a specified level of precision. ME Estimate and compute various attributes, including length, measure, area, surface area and volume, specified level of precision.		
8/18/10 to 9/10/10 (17 days)		M6 Solve and determine the reasonableness of the results for problems involving rates and derived measurements, such as velocity and density, using formulas, models and graphs.	MA Solve increasingly complex non-routine measurement problems and check for reasonableness of results. MF Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.	Revisiting Numbers	End-of-Unit (Common Assessment)
9/13/10 to 10/1/10 (15 days)	geometry terminology, nets, and volumes	M4 Derive formulas for surface area and volume and justify them using geometric models and common materials. For example, find: a. the surface area of a cylinder as a function of its height and radius; b. that the volume of a pyramid (or cone) is one-third of the M5 Determine surface area for pyramids by analyzing their parts	ME Estimate and compute various attributes, including length, measure, area, surface area and volume, specified level of precision. MB Use formulas to find surface area and volume for specified three dimensional objects accurate to a specified level of precision.	Packages and Polygons	End-of-Unit (Common Assessment)
		G6 Draw nets for a variety of prisms, pyramids, cylinders and cones	GE Draw and construct representation of 2-D and 3-D objects using a variety of tools		
		N5 Determine when an estimate is sufficient and when an exact answer is needed in problem situations, and evaluate estimates in relation to actual answers; e.g., very close, less than, greater than.	NG Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.		
		M6 Solve and determine the reasonableness of the results for	MA Solve increasingly complex non-routine measurement problems and check for reasonableness of results.		

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
10/4/10 to 10/29/10 (20 days)	linear and non-linear graphs, growth and decay, periodic data, recursive and direct formulas	problems involving rates and derived measurements, such as velocity and density, using formulas, models and graphs.	MF Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.	Ups and Downs	Window for District Math Benchmark (Oct. 4 - Oct. 8) End-of-Unit (Common Assessment)
		P1 Relate the various representations of a relationship; i.e., relate a table to graph, description and symbolic form.	PC Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.		
		P2 Generalize patterns and sequences by describing how to find the nth term.	PA Generalize and explain patterns and sequences in order to find the next term and the nth term.		
		P3 Identify functions as linear or nonlinear based on information given in a table, graph or equation.	PB Identify and classify functions as linear or nonlinear, and contrast their properties using tables, graphs or equations.		
		P4 Extend the uses of variables to include co-variants where y depends on x.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.		
10/4/10 to 10/29/10 (Con't.)		P9 Solve linear equations and inequalities graphically, symbolically and using technology.	PF Solve and graph linear equations and inequalities.	Ups and Downs (Con't.)	Window for District Math Benchmark (Oct. 4 - Oct. 8) End-of-Unit (Common Assessment)
		P14 Differentiate and explain types of changes in mathematical relationships, such as linear vs. non-linear, continuous vs. non-continuous, direct variation vs. inverse variation.	PI Model and solve problem situations involving direct and inverse variation.		
		N4 Explain and use the inverse and identity properties and use inverse relationships (addition/subtraction, multiplication/division, squaring/square roots) in problem solving situations.	NC Apply properties of operations and the real number system, and justify when they hold for a set of numbers.		
		N6 Estimate, compute and solve problems involving rational numbers, including ratio, proportion and percent, and judge the reasonableness of solutions.	NG Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.		

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
11/1/10 to 12/3/10 (23 days)	congruent and similar figures, scale factors, parallel lines, transformations, slope, coordinate geometry, use similar triangles and parallel lines to solve problems	M4 Derive formulas for surface area and volume and justify them using geometric models and common materials. For example, find: a. the surface area of a cylinder as a function of its height and radius; b. that the volume of a pyramid (or cone) is one-third of the volume of a prism (or cylinder) with the same base area and height.	MB Use formulas to find surface area and volume for specified three dimensional objects accurate to a specified level of precision.	It's All the Same	End-of-Unit (Common Assessment)
		M8 Find the sum of the interior and exterior angles of regular convex polygons with and without measuring the angles with a protractor.	ME Estimate and compute various attributes, including length, measure, area, surface area and volume, specified level of precision.		
		M10 Use conventional formulas to find the surface area and volume of prisms, pyramids and cylinders and the volume of spheres and cones to a specified level of precision.	MC Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.		
		M9 Demonstrate understanding of the concepts of perimeter, circumference and area by using established formula for triangles, quadrilaterals, and circles to determine the surface area and volume of prisms, pyramids, cylinders, spheres and cones. (Note: Only volume should be calculated for spheres and cones.)	GD Use coordinate geometry to represent and examine the properties of geometric figures.		
		G1 Make and test conjectures about characteristics and properties (e.g., sides, angles, symmetry) of two-dimensional figures and three-dimensional objects.	GB Describe and apply the properties of similar and congruent figures; and justify conjectures involving similarity and congruence.		
		G1 Make and test conjectures about characteristics and properties (e.g., sides, angles, symmetry) of two-dimensional figures and three-dimensional objects.	GB Describe and apply the properties of similar and congruent figures; and justify conjectures involving similarity and congruence.		
		G3 Use proportions in several forms to solve problems involving similar figures (part-to-part, part-to-whole, corresponding sides between figures).			

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
11/1/10 to 12/3/10 (Con't.)	congruent and similar figures, scale factors, parallel lines, transformations, slope, coordinate geometry, use similar triangles and parallel lines to solve problems	G2 Recognize the angles formed and the relationship between the angles when two lines intersect and when parallel lines are cut by a transversal.	GC Recognize and apply angle relationships in situations involving intersecting lines, perpendicular lines and parallel lines.	It's All the Same (Con't.)	End-of-Unit (Common Assessment)
		G4 Represent and analyze shapes using coordinate geometry; e.g., given three vertices and the type of quadrilateral, find the coordinates of the fourth vertex.	GD Use coordinate geometry to represent and examine the properties of geometric figures.		
		G5 Draw the results of translations, reflections, rotations and dilations of objects in the coordinate plane, and determine properties that remain fixed; e.g., lengths of sides remain the same under translations.	GF Represent and model transformations in a coordinate plane and describe the results.		
		P6 Describe the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change and y-intercept in real-world problems.	PE Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.		
		P13 Compute and interpret slope, midpoint and distance given a set of ordered pairs.	PJ Describe and interpret rates of change from graphical and numerical data.		
12/6/10 to 1/21/11 (24 days)	use of Compass Rose, coordinates, slope (pre-formal and formal), slope-intercept equation of line, solve 1st degree (linear) equations	N4 Explain and use the inverse and identity properties and use inverse relationships (addition/subtraction, multiplication/division, squaring/square roots) in problem solving situations.	NC Apply properties of operations and the real number system, and justify when they hold for a set of numbers.	Graphing Equations	Window for District Math Benchmark (Dec. 6 - Dec. 10) End-of-Unit (Common Assessment)
		P1 Relate the various representations of a relationship; i.e., relate a table to graph, description and symbolic form.	PC Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.		
		P2 Generalize patterns and sequences by describing how to find the nth term.	PA Generalize and explain patterns and sequences in order to find the next term and the nth term.		
		P3 Identify functions as linear or nonlinear based on information given in a table, graph or equation.	PB Identify and classify functions as linear or nonlinear, and contrast their properties using tables, graphs or equations.		

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
		P4 Extend the uses of variables to include co-variants where y depends on x.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.		
12/6/10 to 1/21/11 (Con't.)	use of Compass Rose, coordinates, slope (pre- formal and formal), slope- intercept equation of line, solve 1st degree (linear) equations	P7 Use symbolic algebra (equations and inequalities), graphs and tables to represent situations and solve problems.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations. PF Solve and graph linear equations and inequalities.	Graphing Equations (Con't.)	Window for District Math Benchmark (Dec. 6 - Dec. 10) End-of-Unit (Common Assessment)
		P6 Describe the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change and y-intercept in real-world problems.	PE Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.		
		P9 Solve linear equations and inequalities graphically, symbolically and using technology.	PF Solve and graph linear equations and inequalities.		
		P10 Solve 2 by 2 systems of linear equations graphically and by simple substitution.	PH Solve systems of linear equations involving two variables graphically and symbolically.		
		P11 Interpret the meaning of the solution of a 2 by 2 system of equations; i.e., point, line, no solution.	PI Model and solve problem situations involving direct and inverse variation.		
		P14 Differentiate and explain types of changes in mathematical relationships, such as linear vs.non-linear, continuous vs. non-continuous, direct variation vs. inverse variation.			
		P15 Describe and compare how changes in an equation affects the related graphs; e.g., for a linear equation changing the coefficient of x affects the slope and changing the constant affects the intercepts.	PJ Describe and interpret rates of change from graphical and numerical data.		

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
		P16 Use graphing calculators or computers to analyze change; e.g., interest compounded over time as a nonlinear growth pattern.	graphical and numerical data.		
1/24/11 to 2/17/11 (19 days)	scatter plots (trends and correlations), line of best fit, bias & random data, frequency tables, histograms, box & whisker plots, measures of central tendency	D1 Use, create and interpret scatterplots and other types of graphs as appropriate.	DA Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.	Insights Into Data	End-of-Unit (Common Assessment)
		D2 Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose; e.g., line graph for change over time, circle graph for part-to-whole comparison, scatterplot for relationship between two variants.	DB Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose.		
		D3 Differentiate between discrete and continuous data and appropriate ways to represent each.			
1/24/11 to 2/17/11 (Con't.)		D4 Compare two sets of data using measures of center (mean, mode, median) and measures of spread (range, quartiles, inter-quartile range, percentiles).	DD Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data.	Insights Into Data (Con't.)	End-of-Unit (Common Assessment)
		D5 Explain the mean's sensitivity to extremes and its use in comparison with the median and mode.	DC Compare the characteristics of the mean, median and mode for a given set of data, and explain which measure of center best represents the data.		
		D6 Make conjectures about possible relationship in a scatterplot and approximate line of best fit.	DF Construct convincing arguments based on analysis of data and interpretation of graphs.		
		D9 Construct convincing arguments based on analysis of data and interpretation of graphs.			
		D7 Identify different ways of selecting samples, such as survey response, random sample, representative sample and convenience sample.	DG Describe sampling methods and analyze the effects of method chosen on how well the resulting sample represents the population.		

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
		D8 Describe how the relative size of a sample compared to the target population affects the validity of predictions.	DE Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis.		
2/22/11 to 3/18/11 (19 days)	recursive and direct formulas, arithmetic sequence, Euler's Formula ($V - E + F = 2$), where V: vertices, E: edges, F: faces; tessellations, describe patterns	N3 Apply order of operations to simplify expressions and perform computations involving integer exponents and radicals.	NI Estimate, compute and solve problems involving scientific notation, square roots and numbers with integer exponents.	Patterns and Figures	Window for District Math Benchmark (March 1 - March 4) End-of-Unit (Common Assessment)
		N7 Find the square root of perfect squares, and approximate the square root of non-perfect squares as consecutive integers between which the root lies; e.g., the square root of 130 is between 11 and 12.	NH Find the square root of perfect squares, and approximate the square root of non-perfect squares.		
		P1 Relate the various representations of a relationship; i.e., relate a table to graph, description and symbolic form.	PC Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.		
		P2 Generalize patterns and sequences by describing how to find the nth term.	PA Generalize and explain patterns and sequences in order to find the next term and the nth term.		
		P3 Identify functions as linear or nonlinear based on information given in a table, graph or equation.	PB Identify and classify functions as linear or nonlinear, and contrast their properties using tables, graphs or equations.		
		P4 Extend the uses of variables to include co-variants where y depends on x.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.		
		P5 Use physical models to add and subtract monomials and polynomials, and to multiply a polynomial by a monomial.			
		P8 Write, simplify and evaluate algebraic expressions (including formulas) to generalize situations and solve problems.			

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
2/22/11 to 3/18/11 (Con't.)	recursive and direct formulas, arithmetic sequence, Euler's Formula ($V - E + F = 2$), where V: vertices, E: edges, F: faces; tessellations, describe patterns	P6 Describe the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change and y-intercept in real-world problems.	PE Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.	Patterns and Figures (Con't.)	Window for District Math Benchmark (March 1 - March 4) End-of-Unit (Common Assessment)
		P7 Use symbolic algebra (equations and inequalities), graphs and tables to represent situations and solve problems.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.		
		P12 Solve simple quadratic equations graphically; e.g., $y = x^2 - 16$.	PG Describe sampling methods and analyze the effects of method chosen on how well the resulting sample represents the population.		
		P14 Differentiate and explain types of changes in mathematical relationships, such as linear vs. non-linear, continuous vs. non-continuous, direct variation vs. inverse	PI Model and solve problem situations involving direct and inverse variation.		
		N3 Apply order of operations to simplify expressions and perform computations involving integer exponents and radicals.	NI Estimate, compute and solve problems involving scientific notation, square roots and numbers with integer exponents.		
3/21/11	simplify, expand, and factor linear expressions, solve systems of equations algebraically	N4 Explain and use the inverse and identity properties and use inverse relationships (addition/subtraction, multiplication/division, squaring/square roots) in problem solving situations.	NC Apply properties of operations and the real number system, and justify when they hold for a set of numbers.		OAA (April 25 - May 3)
		M9 Demonstrate understanding of the concepts of perimeter, circumference and area by using established formula for triangles, quadrilaterals, and circles to determine the surface area and volume of prisms, pyramids, cylinders, spheres and cones.	MC Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.		

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
to 4/29/11 (23 days)	and on a graph, quadratic expressions, distributive property, add, subtract, multiply, and divide graphs by a constant	P1 Relate the various representations of a relationship; i.e., relate a table to graph, description and symbolic form.	PC Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.	Algebra Rules	End-of-Unit (Common Assessment)
		P2 Generalize patterns and sequences by describing how to find the nth term.	PA Generalize and explain patterns and sequences in order to find the next term and the nth term.		
		P3 Identify functions as linear or nonlinear based on information given in a table, graph or equation.	PB Identify and classify functions as linear or nonlinear, and contrast their properties using tables, graphs or equations.		
		P4 Extend the uses of variables to include co-variants where y depends on x.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.		
	simplify, expand, and factor linear expressions, solve systems of	P5 Use physical models to add and subtract monomials and polynomials, and to multiply a polynomial by a monomial.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.		
		P6 Describe the relationship between the graph of a line and its equation, including being able to explain the meaning of slope as a constant rate of change and y-intercept in real-world problems.	PE Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.		
		P7 Use symbolic algebra (equations and inequalities), graphs and tables to represent situations and solve problems.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.		
		PF Solve and graph linear equations and inequalities.	PF Solve and graph linear equations and inequalities.		

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
3/21/11 to 4/29/11 (Con't.)	equations algebraically and on a graph, quadratic expressions, distributive property, add, subtract, multiply, and divide graphs by a constant	P8 Write, simplify and evaluate algebraic expressions (including formulas) to generalize situations and solve problems.	PD Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.	Algebra Rules (Con't.)	OAA (April 25 - May 3) End-of-Unit (Common Assessment)
		P10 Solve 2 by 2 systems of linear equations graphically and by simple substitution.	PH Solve systems of linear equations involving two variables graphically and symbolically.		
		P11 Interpret the meaning of the solution of a 2 by 2 system of equations; i.e., point, line, no solution.	PH Solve systems of linear equations involving two variables graphically and symbolically.		
		P13 Compute and interpret slope, midpoint and distance given a set of ordered pairs.	PJ Describe and interpret rates of change from graphical and numerical data.		
		P14 Differentiate and explain types of changes in mathematical relationships, such as linear vs.non-linear, continuous vs. non-continuous, direct variation vs. inverse variation.	PI Model and solve problem situations involving direct and inverse variation.		
		P15 Describe and compare how changes in an equation affects the related graphs; e.g., for a linear equation changing the coefficient of x affects the slope and changing the constant affects the intercepts.	PJ Describe and interpret rates of change from graphical and numerical data.		
5/2/11 to	understand differences b/w a sample and a population, independent & dependent	N6 Estimate, compute and solve problems involving rational numbers, including ratio, proportion and percent, and judge the reasonableness of solutions.	NG Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.		
		D7 identify different ways of selecting samples, such as survey response, random sample, representative sample and convenience sample.	DG Describe sampling methods and analyze the effects of method chosen on how well the resulting sample represents the population.		
		D8 Describe how the relative size of a sample compared to the target population affects the validity of predictions.	DE Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis.		

Note: Indicators in grey need more attention, beyond regular MiC instruction.

8th Grade Math Pacing Guide (2010-2011)

Board Approved Curriculum: Math in Context

Timeline	Topics	Indicators	Benchmarks	Aligned Instructional Resources	Assessments
5/26/11 (19 days)	events, distributions of data, expected value (formalized), simple & compound events	D10 Calculate the number of possible outcomes for a situation, recognizing and accounting for when items may occur more than once or when order is important.	DH Use counting techniques, such as permutations and combinations, to determine the total number of options and possible outcomes.	Great Predictions	End-of-Unit (Common Assessment)
		D11 Demonstrate an understanding that the probability of either of two disjoint events occurring can be found by adding the probabilities for each and that the probability of one independent event following another can be found by multiplying the probabilities.	DJ Compute the probabilities of compound events, independent events, and simple dependent events.		