

## 2020-2021 SCOPE & SEQUENCE RECOMMENDED ADJUSTMENTS

### 7<sup>th</sup> Grade Mathematics

The purpose of this document is to support teachers and leaders in making adjustments to the Fishtank Math Curriculum for the 2020-2021 school year. In developing the guidelines, we consulted Student Achievement Partner's [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#) as well as incorporated knowledge of the progressions of mathematical content as they unfold in the Fishtank Math Curriculum. The recommendations aim to identify opportunities where additional, targeted remediation can occur, while ensuring a deep focus on grade-level content. We recognize that while the remote learning experience of this past spring has undoubtedly varied from student to student, this pandemic has magnified many existing inequities in educational access and opportunity. Our guidance for curricular adjustments aims to preserve deep engagement with grade-level content which we believe is critical for equitable instruction for all students.

Knowing that additional time will be needed to address unfinished learning and that pacing will be important, the guidance in this document serves to:

1. Highlight critical grade-level content that should be prioritized,
2. Identify opportunities where lessons can be reduced, combined, or eliminated in ways that will minimize negative impact on student progress and preserve grade-level priorities, and
3. Identify specific places where strong connections to prior grade-level work are beneficial to diagnose and integrate into the curriculum.

These guidelines are not designed as strict instructions on how to adjust the curriculum. Rather, they are meant to support teachers in making the curricular decisions that are right for their students. In particular, this resource provides some guidance around incorporating prior grade-level work based on "just-in-time" content connections, but it does not specify how deep to go into that work or how long to spend on it, as that type of diagnosis and planning will be most effective at the individual level. As noted in the document, our Pre-Unit Assessments, available to Fishtank Plus users, is one resource that can support this diagnosis and curriculum integration. Teachers can also create their own diagnostic assessments using the standard connections mentioned in this resource as well as the foundational standards indicated on the unit page for each unit.

## Unit 1 Proportional Relationships

Time spent on instruction and practice should not be reduced. The Pre-Unit Assessment may be valuable in identifying specific prior grade-level work to incorporate into the unit.

<i>Topics</i>	<i>Cluster(s)</i>	<i>Recommendations</i>
A: Representing Proportional Relationships in Tables, Equations, and Graphs	7.RP.A	Incorporate foundational work from 6.RP.A and 6.EE.C before starting this topic (see Grade 6 Unit 1 Topic C, and Grade 6 Unit 6 Topic C). Do not eliminate or consolidate lessons.
B: Non-Proportional Relationships	7.RP.A	Do not eliminate or consolidate lessons.
C: Connecting Everything Together	7.RP.A	Do not eliminate or consolidate lessons.
D: Solving Ratio and Rate Problems with Fractions	7.RP.A	Incorporate foundational work from 6.RP.A before starting this topic (see Grade 6 Unit 2 Topic A).

## Unit 2 Operations with Rational Numbers

The Pre-Unit Assessment may be valuable in identifying specific prior grade-level work to incorporate into the unit.

<i>Topics</i>	<i>Cluster(s)</i>	<i>Recommendations</i>
A: Adding and Subtracting Rational Numbers	7.NS.A	Incorporate foundational work from 6.NS.C.5-7 before starting this unit (see Grade 6 Unit 4 Topics A and B).
B: Multiplying and Dividing Rational Numbers	7.NS.A	Do not eliminate or consolidate lessons.
C: Using all Four Operations with Rational Numbers	7.NS.A	Do not eliminate or consolidate lessons.

## Unit 3 Numerical and Algebraic Expressions

Time spent on instruction and practice should not be reduced. The Pre-Unit Assessment may be valuable in identifying specific prior grade-level work to incorporate into the unit.

<i>Topics</i>	<i>Cluster(s)</i>	<i>Recommendations</i>
A: Evaluating Numerical and Algebraic Expressions	7.EE.A 7.NS.A	Do not eliminate or consolidate lessons.
B: Generating Equivalent Expressions	7.EE.A	Incorporate foundational work from 6.EE.A.3-4 before starting this topic (see Grade 6 Unit 5 Topic C). Do not eliminate or consolidate lessons.
C: Solving Multi-Step Problems using Expressions	7.EE.B 7.NS.A	Do not eliminate or consolidate lessons.

## Unit 4 Equations and Inequalities

Time spent on instruction and practice should not be reduced. The Pre-Unit Assessment may be valuable in identifying specific prior grade-level work to incorporate into the unit.

<i>Topics</i>	<i>Cluster(s)</i>	<i>Recommendations</i>
A: Solving and Modeling with Equations	7.EE.B	Incorporate foundational work from 6.EE.B.7 before starting this topic (see Grade 6 Unit 6 Topic A). Pre-Unit assessment may be valuable in identifying specific prior grade-level work to incorporate into the unit. Do not eliminate or consolidate lessons.
B: Solving and Modeling with Inequalities	7.EE.B	Incorporate foundational work from 6.EE.B.8 before starting this topic (see Grade 6 Unit 6 Topic B). Do not eliminate or consolidate lessons.

## Unit 5 Percent and Scaling

<i>Topics</i>	<i>Cluster(s)</i>	<i>Recommendations</i>
A: Percent, Part, and Whole	7.RP.A 7.NS.A	This topic reviews 6.RP.A.3.c, as needed incorporate additional foundational work in this topic (see Grade 6 Unit 2 Topic C).
B: Percent Increase and Decrease	7.RP.A 7.NS.A	Do not eliminate or consolidate lessons.
C: Percent Applications	7.RP.A	Combine Lessons 10 & 11.
D: Scale Drawings	7.RP.A 7.G.A	Combine Lessons 13 & 14, de-emphasizing focus on drawings. Combine Lessons 15 & 16. Eliminate Lessons 18 & 19.

## Unit 6 Geometry

Reduce the amount of student practice, particularly around computations.

<i>Topics</i>	<i>Cluster(s)</i>	<i>Recommendations</i>
A: Angle Relationships	7.G.B	Combine Lessons 1 & 2. Combine Lessons 3 & 4.
B: Circles	7.G.B	Eliminate Lesson 5, incorporate vocabulary into other lessons. Combine Lessons 6 & 7. Combine Lessons 8 & 9. Combine Lessons 10 & 11.

C: Building Polygons and Triangles	7.G.A	Eliminate Lesson 12. Eliminate Lesson 15.
D: Solid Figures	7.G.A 7.G.B	Incorporate foundational work from 6.G.A.1 and 6.G.A.2 before starting this topic (see Grade 6 Unit 7 Topics C and D). Eliminate Lesson 16. Combine Lessons 17 & 18. Combine Lessons 19 & 20.

## Unit 7 Statistics

Limit the amount of student practice and reduce the time spent on this unit as suggested below.

<i>Topics</i>	<i>Cluster(s)</i>	<i>Recommendations</i>
A: Populations and Samples	7.SP.A	Combine Lessons 1 & 2. Eliminate Lesson 3.
B: Use Sample Data to Understand a Population	7.SP.A 7.SP.B	Eliminate Lessons 4 & 5. Combine Lessons 6 & 7.
C: Use Sample Data to Compare Two or More Populations	7.SP.B	Eliminate Lesson 9.

## Unit 8 Probability

Limit the amount of student practice and reduce the time spent on this unit as suggested below. Finding compound probability can be eliminated.

<i>Topics</i>	<i>Cluster(s)</i>	<i>Recommendations</i>
A: Probability of Simple Events	7.SP.C	Combine Lessons 1 & 2. Combine Lessons 3 & 4.
B: Probabilities of Compound Events	7.SP.C	This topic and its lessons can be eliminated.