



# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

Grade 7: Year at a Glance

Q1		Q2		Q3		Q4
Module 1 Aug. 14-Sept. 6	Module 2 Sept. 9- Oct. 11	Module 3 Oct. 21-Nov 22	Module 4 Dec. 2- Jan. 17	Module 5 Topics A-C Grade 6 Module 6 Topic B Jan. 21- March 13	Grade 6 Module 6 Topic C Module 5 Topic D Jan. 21- March 13	Grade 7 Module 6 Mar. 23 – April 24  TNReady April 13- May 8  Review after TNReady May 9-May 24
Ratios and Proportional Relationships	Rational Numbers	Expressions and Equations	Percent and Proportional Relationships	Statistics & Probability	Statistics & Probability	Geometry
7.RP.A.1	7.NS.A.1	7.EE.A.1	7.RP.A.1	7.SP.A.1	7.SP.B.3	7.G.A.2
7.RP.A.2	7.NS.A.2	7.EE.A.2	7.RP.A.2	7.SP.A.2	7.SP.B.4	7.G.B.4
7.RP.A.3	7.NS.A.3	7.EE.B.3a	7.RP.A.3	7.SP.C.5	7.SP.D.8	7.G.B.5
7.EE.4a	7.EE.A.2	7.EE.B.3b	7.EE.B.3	7.SP.C.6		After TNReady Review Standards
7.G.A.1	7.EE.B.4a	7.EE.B.4	7.G.A.1	7.SP.C.7		7.RPA. 2
		7.G.B.3		7.SP.D.8		7.EE.B.3
		7.G.B.4				7.EE.B.4
		7.G.B.5				
<span style="color: green;">■</span> Major Content			<span style="color: grey;">➤</span> Supporting Content			

■ Major Content

➤ Supporting Content

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Introduction

Destination 2025, Shelby County Schools’ 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community. **What will success look like?**

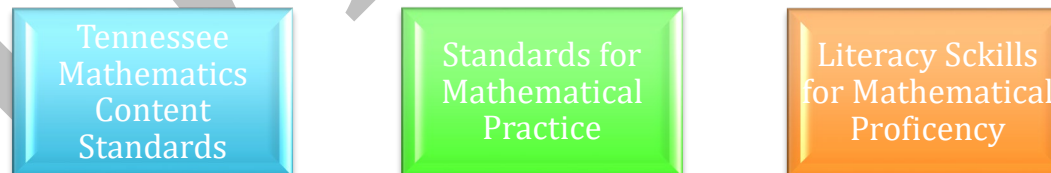


In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Instructional Shifts for Mathematics



Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.





## How to Use the Curriculum Map

### Overview

An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

### Tennessee State Standards

TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

### Content

This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

### Instructional Support

District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

### Vocabulary and Fluency

The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

### Instructional Calendar

As a support to teachers and leaders, an instructional calendar is provided **as a guide**. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

■ Major Content

➤ Supporting Content



Grade 7 Quarter 3 Overview

Module 4: Percent & Proportional Relationships

Module 5: Statistics & Probability

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Grade Level Standard	Type of Rigor	Foundational Standards
➤ 7.RP.A.2	Conceptual Understanding	6.RP.1, 6.RP.2, 6.RP.3
7.RP.A.3	Application	6.RP.1, 6.RP.2, 6.RP.3
7.EE.B.3	Procedural Fluency	7.NS.3
7.G.A.1	Conceptual Understanding	6.SP.1, 6.SP.2
7.SP.A.1	Conceptual Understanding	6.SP.1, 6.SP.2
➤ 7.SP.A.2	Conceptual Understanding	7.SP.1
7.SP.B.3	Conceptual Understanding	5.NF.4, 6.NS.1, 6.SP.2
7.SP.B.4	Conceptual Understanding	7.SP.2, 7.SP.3
7.SP.C.5	Conceptual Understanding	
7.SP.C.6	Conceptual Understanding	7.RP.3, 7.SP.5
7.SP.C.7	Application	7.RP.3, 7.SP.6
7.SP.D.8	Conceptual Understanding, Procedural Fluency, Application	7.RP.3, 7.SP.7
➤ Indicates a Power Standard based on the 2017-18 TN Ready Assessment		
<a href="#">Instructional Focus Document</a> Grade 7		



# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<b>Module 4 Percent and Proportional Relationships, Cont'd</b> <u><a href="#">Grade 7 Pacing and Preparation Guide</a></u> (Allow approximately 1.5 weeks for instruction, review and assessment)			
<p><b>Domain:</b> Expressions and Equations  <b>Cluster:</b> Use properties of operations to generate equivalent expressions</p> <p>■ <b>7.RP.A.2b</b> Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p><b>Domain:</b> Geometry  <b>Cluster:</b> Draw, construct and describe geometrical figures and describe the relationships between them.</p> <p>➤ <b>7.G.A.1</b> 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><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How are equivalent ratios, values in a table, and ordered pairs connected?</li> <li>• What characteristics define the graphs of all proportional relationships?</li> <li>• How can scale factor be applied to scale drawings?</li> </ul> <p><b>Topic C Objectives:</b>  <b>Lesson 12 (7.RP.A.2b, 7.G.A.1)</b></p> <ul style="list-style-type: none"> <li>• Given a scale factor as a percent, students make a scale drawing of a picture or geometric figure using that scale, recognizing that the enlarged or reduced distances in a scale drawing are proportional to the corresponding distances in the original picture.</li> <li>• Students understand scale factor to be the constant of proportionality.</li> <li>• Students make scale drawings in which the horizontal and vertical scales are different.</li> </ul> <p><b>Lesson 13 (7.RP.A.2b, 7.G.A.1)</b></p> <ul style="list-style-type: none"> <li>• Given Drawing 1 and Drawing 2 (a scale model of Drawing 1 with scale factor), students understand that Drawing 1 is also a scale model of Drawing 2 and compute the scale factor.</li> <li>• Given three drawings that are scale drawings of each other and two scale factors, students compute the other related scale factor.</li> </ul>	<p><b>Topic C: Scale Drawings</b></p> <p><b>Topic C Teacher Toolbox Alignment:</b>  <b>Lesson 22: Scale Drawings</b>  <a href="#">How to Integrate Teacher Toolbox Lessons</a></p> <p><b>Lesson 12</b>  <b>Lesson 13</b></p> <p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i>  <a href="#">Illustrative Math: Cider versus Juice-Variation 1 7.RP.A.2b</a>  <a href="#">Illustrative Math: Cider versus Juice-Variation 2 7.RP.A.2b</a></p> <p><b>Continued below</b></p>	<p><b>Familiar Terms for Module 4</b>                      Area, Circumference, Coefficient of the Term, Complex Fraction, Constant of Proportionality, Discount Price, Equation, Equivalent Ratios, Expression, Fee, Fraction, Greatest Common Factor, Length of a Segment, One-to-One Correspondence, Original Price, Percent, Perimeter, Pi, Proportional Relationship, Proportional To, Rate, Ratio, Rational Number, Sales Price, Scale Drawing, Scale Factor, Unit Rate</p>

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■ Major Content

➤ Supporting Content



# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Geometry</p> <p><b>Cluster:</b> Draw, construct and describe geometrical figures and describe the relationships between them.</p> <p>➤ <b>7.G.A.1</b> 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><b>Lesson 14 (7.G.A.1)</b></p> <ul style="list-style-type: none"> <li>Given a scale drawing, students compute the lengths in the actual picture using the scale factor.</li> </ul> <p><b>Lesson 15 (7.G.A.1)</b></p> <ul style="list-style-type: none"> <li>Students solve area problems related to scale drawings and percent by using the fact that an area, <math>A'</math>, of a scale drawing is <math>k^2</math> times the corresponding area, <math>A</math>, in the original drawing, where <math>k</math> is the scale factor.</li> </ul>	<p><b>Topic C, cont'd.</b></p> <p><b>Lesson 14</b> <b>Lesson 15</b></p> <p><a href="#">Optional Quiz for Module 4 Topic C</a></p> <p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i></p> <p><a href="#">Illustrative Math: Floor Plan 7.G.A.1</a></p> <p>Reminder: It is suggested that teachers begin preparing for Module 5 by 1/7/20.</p>	<p><b>Familiar Terms for Module 4</b> Area, Circumference, Coefficient of the Term, Complex Fraction, Constant of Proportionality, Discount Price, Equation, Equivalent Ratios, Expression, Fee, Fraction, Greatest Common Factor, Length of a Segment, One-to-One Correspondence, Original Price, Percent, Perimeter, Pi, Proportional Relationship, Proportional To, Rate, Ratio, Rational Number, Sales Price, Scale Drawing, Scale Factor, Unit Rate</p>
<p><b>Domain:</b> Ratios and Proportional Relationships</p> <p><b>Cluster:</b> Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p>■ <b>7.RP.A.2c:</b> Represent proportional relationships by equations. 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>.</p> <p>■ <b>7.RP.A.3</b> 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.</p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>Do proportional relationships have common features? If so what are they and how are they displayed in different representations?</li> <li>What strategies could you use to find the missing value in a proportion? How are your strategies related?</li> </ul> <p><b>Topic D Objectives:</b></p> <p><b>Lesson 16 (7.RP.A.3, 7.EE.B.3)</b></p> <ul style="list-style-type: none"> <li>Students write and use algebraic expressions and equations to solve percent word problems related to populations of people and compilations.</li> </ul>	<p><b>Topic D: Population, Mixture and Counting Problems Involving Percents</b></p> <p><b>Topic D Teacher Toolbox Alignment:</b> <b>Lesson 12: Problem Solving with Proportional Relationships</b> <b>Lesson 13: Proportional Relationships</b> <a href="#">How to Integrate Teacher Toolbox Lessons</a></p> <p><b>Lesson 16</b> <b>Lesson 17</b> Omit or use as extension lesson as time permits <b>Lesson 18</b> Omit or use as extension lesson as time permits</p> <p><a href="#">Optional Quiz for Module 4 Topic D</a></p> <p><b>End-of-Module 4 Assessment &amp; Review of Assessment</b> <i>(Complete by 1/15/20)</i></p> <p><a href="#">Optional Module 4 EOM Assessment</a></p>	<p><b>Familiar Terms for Module 4</b> Area, Circumference, Coefficient of the Term, Complex Fraction, Constant of Proportionality, Discount Price, Equation, Equivalent Ratios, Expression, Fee, Fraction, Greatest Common Factor, Length of a Segment, One-to-One Correspondence, Original Price, Percent, Perimeter, Pi, Proportional Relationship, Proportional To, Rate, Ratio, Rational Number, Sales Price, Scale Drawing, Scale Factor, Unit Rate</p>

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■ Major Content

➤ Supporting Content

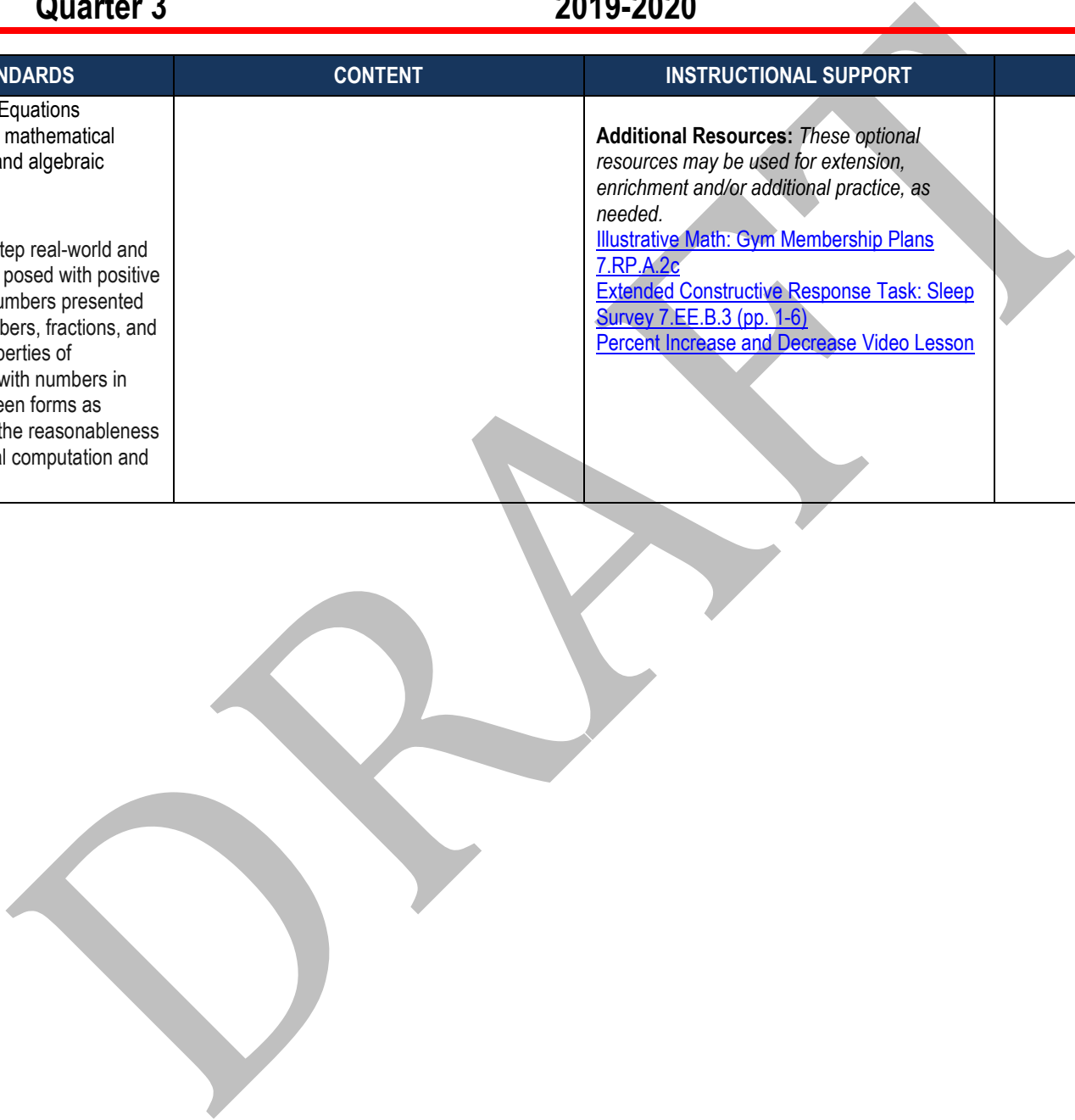


# Curriculum and Instruction – Mathematics 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Expressions and Equations <b>Cluster:</b> Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>■ <b>7.EE.B.3:</b> Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers presented in any form (whole numbers, fractions, and decimals). <b>a.</b> Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. <b>b.</b> Assess the reasonableness of answers using mental computation and estimation strategies.</p>		<p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i></p> <p><a href="#">Illustrative Math: Gym Membership Plans 7.RP.A.2c</a>  <a href="#">Extended Constructive Response Task: Sleep Survey 7.EE.B.3 (pp. 1-6)</a>  <a href="#">Percent Increase and Decrease Video Lesson</a></p>	



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➤ Supporting Content

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Curriculum and Instruction – Mathematics  
2019-2020

Quarter 3

Grade 7

Module 5 Statistics and Probability

Grade 7 Pacing and Preparation Guide

(Allow approximately 7.5 weeks for instruction, review and assessment)

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability <b>Cluster:</b> Investigate chance processes and develop, use and evaluate probability models.</p> <p>➤ <b>7.SP.C.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.</p> <p>➤ <b>7.SP.C.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.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between theoretical and experimental probability?</li> <li>• How can data collection assist in making predictions about an event?</li> </ul> <p><b>Topic A Objectives</b></p> <p><b>Lesson 1 (7.SP.C.5)</b></p> <ul style="list-style-type: none"> <li>• Students understand that a probability is a number between 0 and 1 that represents the likelihood that an event will occur.</li> <li>• Students interpret a probability as the proportion of the time that an event occurs when a chance experiment is repeated many times.</li> </ul> <p><b>Lesson 2 (7.SP.C.6)</b></p> <ul style="list-style-type: none"> <li>• Students estimate probabilities by collecting data on an outcome of a chance experiment.</li> <li>• Students use given data to estimate probabilities.</li> </ul>	<p><b>Topic A: Calculating and Interpreting Probabilities</b></p> <p><b>Topic A Teacher Toolbox Alignment:</b>  <b>Lesson 30: Understand Probability</b>  <b>Lesson 31: Experimental Probability</b>  <b>Lesson 33: Probability of Compound Events</b></p> <p><a href="#">How to Integrate Teacher Toolbox Lessons</a></p> <p><b>Lesson 1</b> <b>Lesson 2</b></p> <p><b>Continued below</b></p>	<p><b>Vocabulary for Module 5: Topic a</b>            Chance Experiment, Chance Process            Event            Long-Run Relative Frequency            Probability</p> <p><b>Familiar Terms and Symbols for Module 5:</b>            Measures of Center            Measures of Variability            Shape</p>

■ Major Content

➤ Supporting Content





# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability  <b>Cluster:</b> Investigate chance processes and develop, use and evaluate probability models.</p> <p>➤ <b>7.SP.C.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.</p> <p>➤ <b>7.SP.C.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. 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. b. 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.</p>	<p><b>Lesson 3 (7.SP.C.6)</b></p> <ul style="list-style-type: none"> <li>Students determine the possible outcomes for simple chance experiments.</li> <li>Given a description of a simple chance experiment, students determine the sample space for the experiment.</li> <li>Given a description of a chance experiment and an event, students determine for which outcomes in the sample space the event will occur.</li> <li>Students distinguish between chance experiments with equally likely outcomes and chance experiments for which the outcomes are not equally likely.</li> </ul> <p><b>Lesson 4 (7.SP.C.6, 7.SP.C.7a)</b></p> <ul style="list-style-type: none"> <li>Students calculate probabilities of events for chance experiments that have equally likely outcomes.</li> </ul> <p><b>Lesson 5 (7.SP.C.6, 7.SP.C.7b)</b></p> <ul style="list-style-type: none"> <li>Students calculate probabilities for chance experiments that do not have equally likely outcomes.</li> </ul>	<p><b>Topic A, cont'd.</b></p> <p><b>Lesson 3</b>  <b>Lesson 4</b>  <b>Lesson 5</b>  <b>Lesson 6 Omit</b>  <b>Lesson 7 Omit</b>  <a href="#">Optional Quiz for Module 5 Topic A</a>  <b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i>  <a href="#">Illustrative Math: Tossing Cylinders 7.SP.C.6</a>  <a href="#">Illustrative Math: Rolling Dice 7.SP.C.5, 7.SP.C.6</a></p>	<p><b>Vocabulary for Module 5: Topic A</b>  Chance Experiment, Chance Process  Event  Long-Run Relative Frequency  Probability  Probability Model  Random Sample  Sample Space</p> <p><b>Familiar Terms and Symbols for Module 5:</b>  Measures of Center  Measures of Variability  Shape</p>



# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability  <b>Cluster:</b> Investigate chance processes and develop, use and evaluate probability models.</p> <p>➤ <b>7.SP.C.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 chance given the probability.</p> <p>➤ <b>7.SP.C.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>a.</b> 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. <b>b.</b> 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.</p>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is the difference between theoretical and experimental probability?</li> <li>• How can data collection assist in making predictions about an event?</li> </ul> <p><b>Topic B Objectives:</b></p> <p><b>Lesson 8: (7.SP.C.6, 7.SP.C.7)</b></p> <ul style="list-style-type: none"> <li>• Given theoretical probabilities based on a chance experiment, students describe what they expect to see when they observe many outcomes of the experiment.</li> <li>• Students distinguish between theoretical probabilities and estimated probabilities.</li> <li>• Students understand that probabilities can be estimated based on observing outcomes of a chance experiment.</li> </ul> <p><b>Lessons 9: (7.SP.C.7, 7.SP.C.7a, 7.SP.C.7b)</b></p> <ul style="list-style-type: none"> <li>• Students compare estimated probabilities to those predicted by a probability model.</li> </ul> <p><b>Lesson 12: (7.SP.C.6, 7.SP.C.7b)</b></p> <ul style="list-style-type: none"> <li>• Students use estimated probabilities to judge whether a given probability model is plausible.</li> <li>• Students use estimated probabilities to make informed decisions.</li> </ul>	<p><b>Topic B: Estimating Probabilities</b></p> <p><b>Topic B Teacher Toolbox Alignment:</b>  <b>Lesson 32: Probability Models</b>  <a href="#">How to Integrate Teacher Toolbox Lessons</a></p> <p><b>Lesson 8</b>  <b>Lesson 9</b>  <b>Lesson 10 Omit</b>  <b>Lesson 11 Omit</b>  <b>Lesson 12</b></p> <p><a href="#">Optional Quiz for Module 5 Topic B</a></p> <p><b>Mid-Module 5 Assessment &amp; Review of Assessment</b>  <i>(Complete by 1/30/20)</i>  <a href="#">Optional Mid-Module 5 Assessment</a></p> <p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i>  <a href="#">Illustrative Math: Rolling Dice 7.SP.6, 7.SP.7</a>  <a href="#">Illustrative Math: How Many Buttons 7.SP.C.7.a</a></p>	<p><b>Vocabulary for Module 5: Topic B</b></p> <p>Chance Process  Long-Run Relative Frequency  Probability  Probability Model  Random Sample  Relative Frequency of an Event Sample  Uniform Probability Model</p>

■ Major Content

➤ Supporting Content



# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

During the 2016-17 academic year, the Tennessee State Department of Education revised the mathematics standards. While some grades experienced minimal changes, others experienced changes that resulted in the insertion of new content and the omission of current content. This type of change occurred in the 7<sup>th</sup> grade standards and as a result, some Eureka Math lessons had to be shifted from one grade to another. Below you will notice that there are some 6<sup>th</sup> grade lessons mixed in with some 7<sup>th</sup> grade lessons. Please complete the lessons, outlined in the next few sections, in the order listed to ensure consistency in the progression of the standards. For example, after completing Grade 7 Module 5 lessons 13-17, go to Grade 6 Module 6 and complete lessons 6, 8, 10-11. Afterwards, you will go back to Module 5 of grade 7 and complete the next set of lessons.

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability <b>Cluster:</b> Use random sampling to draw inferences about a population.</p> <p>➤ <b>7.SP.A.1</b> 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.</p> <p>➤ <b>7.SP.A.2</b> 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. 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.</p>	<p><b>Essential Questions(s):</b></p> <ul style="list-style-type: none"> <li>• Why is random sampling important when collecting data?</li> <li>• What methods can be used to compare information about two populations?</li> </ul> <p><b>Topic C Objectives:</b></p> <p><b>Lesson 13: (7.SP.A.1)</b></p> <ul style="list-style-type: none"> <li>• Students differentiate between a population and a sample.</li> <li>• Students differentiate between a population characteristic and a sample statistic.</li> <li>• Students investigate statistical questions that involve generalizing from a sample to a larger population.</li> </ul> <p><b>Lesson 14: (7.SP.A.1, 7.SP.A.2)</b></p> <ul style="list-style-type: none"> <li>• Students understand that how a sample is selected is important if the goal is to generalize from the sample to a larger population.</li> <li>• Students understand that random selection from a population tends to produce samples that are representative of the population.</li> </ul>	<p><b>Grade 7 Module 5 Topic C: Random Sampling and Estimating Population Characteristics</b></p> <p><b>Lesson 13</b> <b>Lesson 14</b></p> <p>Continued below</p>	<p><b>Vocabulary for Module 5: Topic C</b></p> <p>Population Random Sample Sample Statistic Statistical Inference</p>

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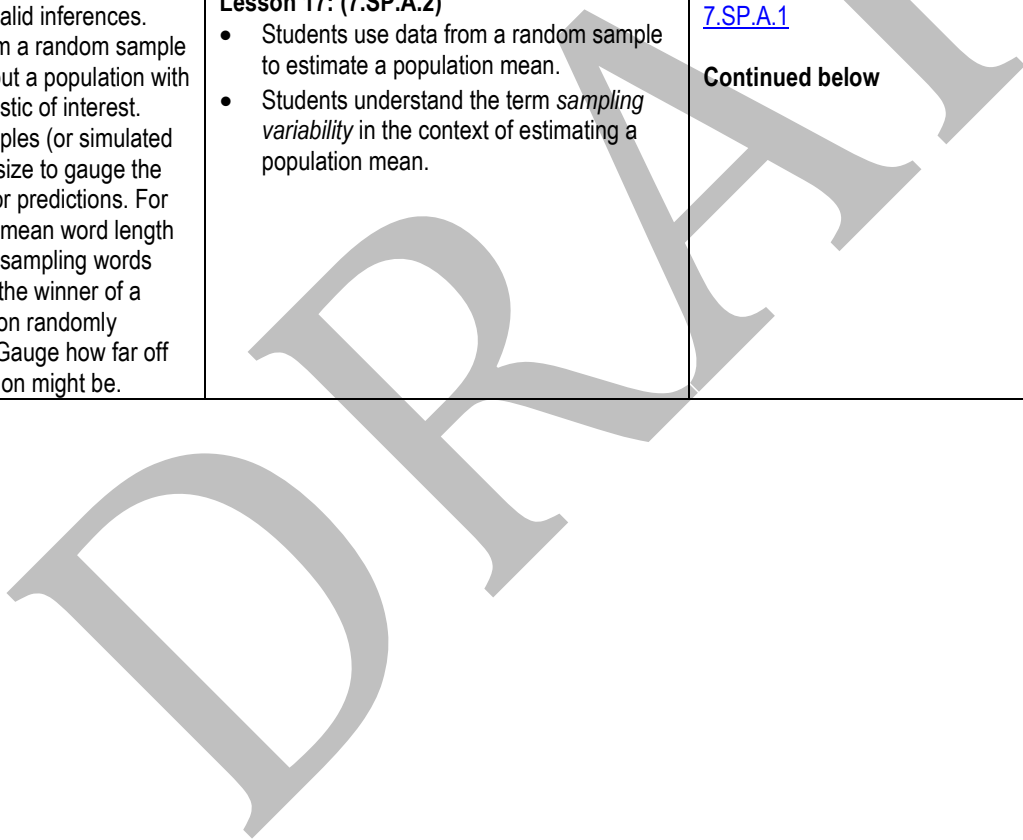
# Curriculum and Instruction – Mathematics

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Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability  <b>Cluster:</b> Use random sampling to draw inferences about a population.</p> <p>➤ <b>7.SP.A.1</b> 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.</p> <p>➤ <b>7.SP.A.2</b> 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. 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.</p>	<p><b>Lesson 15: (7.SP.A.1, 7.SP.A.2)</b></p> <ul style="list-style-type: none"> <li>Students select a random sample from a population.</li> <li>Students begin to develop an understanding of sampling variability.</li> </ul> <p><b>Lesson 16: (7.SP.A.2)</b></p> <ul style="list-style-type: none"> <li>Students select a random sample from a population.</li> <li>Given a description of a population, students design a plan for selecting a random sample from that population.</li> </ul> <p><b>Lesson 17: (7.SP.A.2)</b></p> <ul style="list-style-type: none"> <li>Students use data from a random sample to estimate a population mean.</li> <li>Students understand the term <i>sampling variability</i> in the context of estimating a population mean.</li> </ul>	<p>Topic C, cont'd.</p> <p><b>Lesson 15</b>  <b>Lesson 16</b>  <b>Lesson 17</b></p> <p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i>  <a href="#">Illustrative Math: Valentine Marbles 7.SP.A.2</a>  <a href="#">Illustrative Math: Mr. Briggs's Class Likes Math 7.SP.A.1</a></p> <p><b>Continued below</b></p>	<p><b>Vocabulary for Module 5: Topic C</b></p> <p>Population  Random Sample  Sample Statistic  Statistical Inference</p>



■ Major Content

➤ Supporting Content



# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability  <b>Cluster:</b> Summarize and describe numerical data sets.</p> <ul style="list-style-type: none"> <li>➤ <b>7.SP.D.8</b> (New Standard for 7<sup>th</sup> Grade) Summarize numerical data sets in relation to their context.</li> <li>➤ <b>7.SP.D.8a</b> (New Standard for 7<sup>th</sup> Grade) Give quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> </ul>	<p><b>Gr. 6 Module 6 Topic B:</b>  <b>Lesson 6 (7.SP.D.8a)</b></p> <ul style="list-style-type: none"> <li>● Students describe the center of a data distribution using a fair share value called the mean.</li> <li>● Students connect the fair share concept with the mathematical formula for finding the mean.</li> </ul> <p><b>Lesson 8 (7.SP.D.8, 7.SP.D.8a)</b></p> <ul style="list-style-type: none"> <li>● Students interpret the mean of a data set as a typical value.</li> <li>● Students compare and contrast two small data sets that have the same mean but differ in variability.</li> <li>● Students see that a data distribution is not characterized only by its center. Students also consider variability (spread) when describing a data distribution.</li> <li>● Students informally evaluate how precise the mean is as an indicator of a typical value for a distribution, based on the variability in the data.</li> <li>● Students use dot plots to order data distributions according to the variability around the mean of the data distribution.</li> </ul>	<p><b>Gr. 6 Module 6 Topic B:</b>  <b>Summarizing a Distribution that is Approximately Symmetric Using the Mean and Mean Absolute Deviation</b></p> <p><b>Lesson 6</b>  <b>Lesson 8</b></p> <p>Continued below</p>	<p><b>Vocabulary for Module 5:</b>  Measures of center, Mean, median, mode, variability, deviations, data distribution</p>

■ Major Content

➤ Supporting Content



# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability  <b>Cluster:</b> Summarize and describe numerical data sets.</p> <p>➤ <b>7.SP.D.8</b> (New Standard for 7<sup>th</sup> Grade)            Summarize numerical data sets in relation to their context.</p> <p>➤ <b>7.SP.D.8a</b> (New Standard for 7<sup>th</sup> Grade)            Give quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p>	<p><b>Lessons 10-11 (7.SP.D.8, 7.SP.D.8a)</b></p> <ul style="list-style-type: none"> <li>Students calculate the mean and MAD for a data distribution.</li> <li>Students use the mean and MAD to describe a data distribution in terms of center and variability.</li> </ul>	<p><b>Lessons 10-11</b> (Do not include MAD problems. It is no longer addressed in the 7<sup>th</sup> grade TN Math Standards)</p> <p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i></p> <p><a href="#">Illustrative Math: Puzzle Time 7.SP.D.8 &amp; 8a</a>  <a href="#">Illustrative Math: Mean or Median 6.SP.B.5d</a></p>	<p><b>Vocabulary for Module 5:</b>            Measures of center, Mean, median, mode, variability, deviations, data distribution</p>

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■ Major Content

➤ Supporting Content



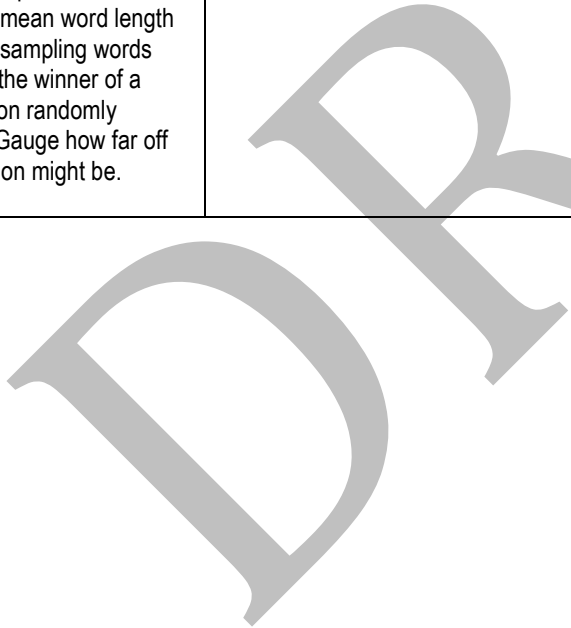
# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability <b>Cluster:</b> Use random sampling to draw inferences about a population.</p> <p>➤ <b>7.SP.A.1</b> 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.</p> <p>➤ <b>7.SP.A.2</b> 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. 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.</p>	<p><b>Gr. 7 Module 5 Topic C</b> <b>Lesson 18: (7.SP.A.1, 7.SP.A.2)</b></p> <ul style="list-style-type: none"> <li>Students use data from a random sample to estimate a population mean.</li> <li>Students know that increasing the sample size decreases the sampling variability of the sample mean.</li> </ul> <p><b>Lesson 19: (7.SP.A.1, 7.SP.A.2)</b></p> <ul style="list-style-type: none"> <li>Students understand the term <i>sampling variability</i> in the context of estimating a population proportion.</li> <li>Students know that increasing the sample size decreases sampling variability.</li> </ul> <p><b>Lesson 20: (7.SP.A.2)</b></p> <ul style="list-style-type: none"> <li>Students use data from a random sample to estimate a population proportion.</li> </ul>	<p><b>Gr. 7 Module 5 Topic C, cont'd.:</b> <b>Random Sampling and Estimating Population Characteristics</b></p> <p><b>Topic C Teacher Toolbox Alignment:</b> <b>Lesson 26: Understand Random Samples</b> <b>Lesson 27: Making Statistical Inferences</b> <a href="#">How to Integrate Teacher Toolbox Lessons</a></p> <p><b>Lesson 18</b> <b>Lesson 19</b> <b>Lesson 20</b></p> <p><a href="#">Optional Quiz for Grade 7 Module 5 Topic C</a></p> <p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i> <a href="#">Illustrative Math: Valentine Marbles 7.SP.A.2</a> <a href="#">Illustrative Math: Mr. Briggs's Class Likes Math 7.SP.A.1</a></p>	<p><b>Vocabulary for Module 5: Topic C</b> Population Sample Space</p>



■ Major Content

➤ Supporting Content





# Curriculum and Instruction – Mathematics

## 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability</p> <p><b>Cluster:</b> Summarize and describe numerical data sets.</p> <p>➤ <b>7.SP.D.8b</b> (New Standard for 7<sup>th</sup> Grade) Know and relate the choice of measures of center (median and/or mean) and variability (range and/or interquartile range) to the shape of the data distribution and the context in which the data were gathered.</p> <p><b>Cluster:</b> Draw informal comparative inferences about two populations.</p> <p>➤ <b>7.SP.B.3</b> 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. 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; on a dot plot or box plot, the separation between the two distributions of heights is noticeable.</p>	<p><b>Essential Questions(s):</b></p> <ul style="list-style-type: none"> <li>What methods can be used to compare information about two populations?</li> <li>How can you determine variability for quantitative data?</li> </ul> <p><b>Gr. 6 Module 6 Topic C:</b></p> <p><b>Topic C Objectives:</b></p> <p><b>Lesson 12: (7.SP.D.8b)</b></p> <ul style="list-style-type: none"> <li>Given a data set, students determine the median of the data.</li> </ul> <p><b>Lesson 13: (7.SP.D.8b)</b></p> <ul style="list-style-type: none"> <li>Given a set of data, students describe how the data might have been collected.</li> <li>Students describe the unit of measurement for observations in a data set.</li> <li>Students calculate the median of the data and describe the variability in the data by calculating the interquartile range.</li> </ul> <p><b>Lesson 14: (7.SP.B.3)</b></p> <ul style="list-style-type: none"> <li>Students construct a box plot from a given set of data.</li> </ul> <p><b>Lesson 15: (7.SP.B.3)</b></p> <ul style="list-style-type: none"> <li>Given a box plot, students estimate the values that make up the five-number summary (Minimum, Q1, Median, Q3, Maximum).</li> <li>Students describe a data set using the five-number summary and the interquartile range.</li> <li>Students construct a box plot from a five-number summary.</li> </ul> <p><b>Lesson 16: (7.SP.B.3, 7.SP.D.8b)</b></p> <ul style="list-style-type: none"> <li>Students summarize a data set using box plots, the median, and the interquartile range.</li> <li>Students use box plots to compare two data distributions.</li> </ul>	<p><b>Gr. 6 Module 6 Topic C:</b></p> <p><b>Summarizing a Distribution That Is Skewed Using the Median and the Interquartile Range</b></p> <p><b>Lesson 12</b></p> <p><b>Lesson 13</b></p> <p><b>Lesson 14</b></p> <p><b>Lesson 15</b></p> <p><b>Lesson 16</b></p> <p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i></p> <p><a href="#">Illustrative Math: Math Homework Problems 7.SP.D.8b</a></p> <p><a href="#">Illustrative Math: Mean or Median 7.SP.D.8b</a></p> <p><a href="#">Illustrative Math: College Athletes 7.SP.3 &amp; 7.SP.4</a></p>	<p><b>Vocabulary</b></p> <p>Sample Statistic</p> <p>Mean Absolute Deviation (MAD)</p> <p>Measures of Center</p> <p>Measures of Variability</p>

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# Curriculum and Instruction – Mathematics 2019-2020

Quarter 3

Grade 7

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
<p><b>Domain:</b> Statistics and Probability <b>Cluster:</b> Draw informal comparative inferences about two populations.</p> <p>➤ <b>7.SP.B.3</b> 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. 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; on a dot plot or box plot, the separation between the two distributions of heights is noticeable.</p> <p>➤ <b>7.SP.B.4</b> Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. 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.</p>	<p><b>Gr. 7 Module 5 Topic D</b></p> <p><b>Lesson 21: (7.SP.B.3, 7.SP.B.4)</b></p> <ul style="list-style-type: none"> <li>Students understand that a <i>meaningful</i> difference between two sample means is one that is greater than would have been expected due to just sampling variability.</li> </ul> <p><b>Lesson 22: (7.SP.B.3, 7.SP.B.4)</b></p> <ul style="list-style-type: none"> <li>Students express the difference in sample means as a multiple of a measure of variability.</li> <li>Students understand that a difference in sample means provides evidence that the population means are different if the difference is larger than what would be expected as a result of sampling variability alone.</li> </ul>	<p><b>Gr. 7 Module 5 Topic D: Comparing Populations</b></p> <p><b>Teacher Toolbox Alignment:</b> <b>Lesson 28: Find Measures of Center and Variability</b> <b>Lesson 29: Use Measures of Center and Variability to Compare Data</b> <a href="#">How to Integrate Teacher Toolbox Lessons</a></p> <p>Lesson 21 Lesson 22 Lesson 23 Omit</p> <p><a href="#">Optional Quiz for Grade 7 Module 5 Topic D</a> <b>End of Module 5 Assessment &amp; Review of Assessment</b> <b>(Complete by 3/5/20)</b></p> <p><a href="#">Optional Module 5 EOM Assessment</a></p> <p><b>Additional Resources:</b> <i>These optional resources may be used for extension, enrichment and/or additional practice, as needed.</i> <a href="#">Illustrative Math: College Athletes 7.SP.B.3 &amp; 4</a> <a href="#">Illustrative Math: Offensive Linemen 7.SP.B.3 &amp; 4</a></p> <p><b>Reminder:</b> <i>It is recommended that teachers begin preparing for Module by 3/4/20.</i></p>	<p><b>Vocabulary for Module 5:</b> Measure of variability Sample Space Sample Statistic Statistical Inference</p>



# Curriculum and Instruction – Mathematics

## 2019-2020

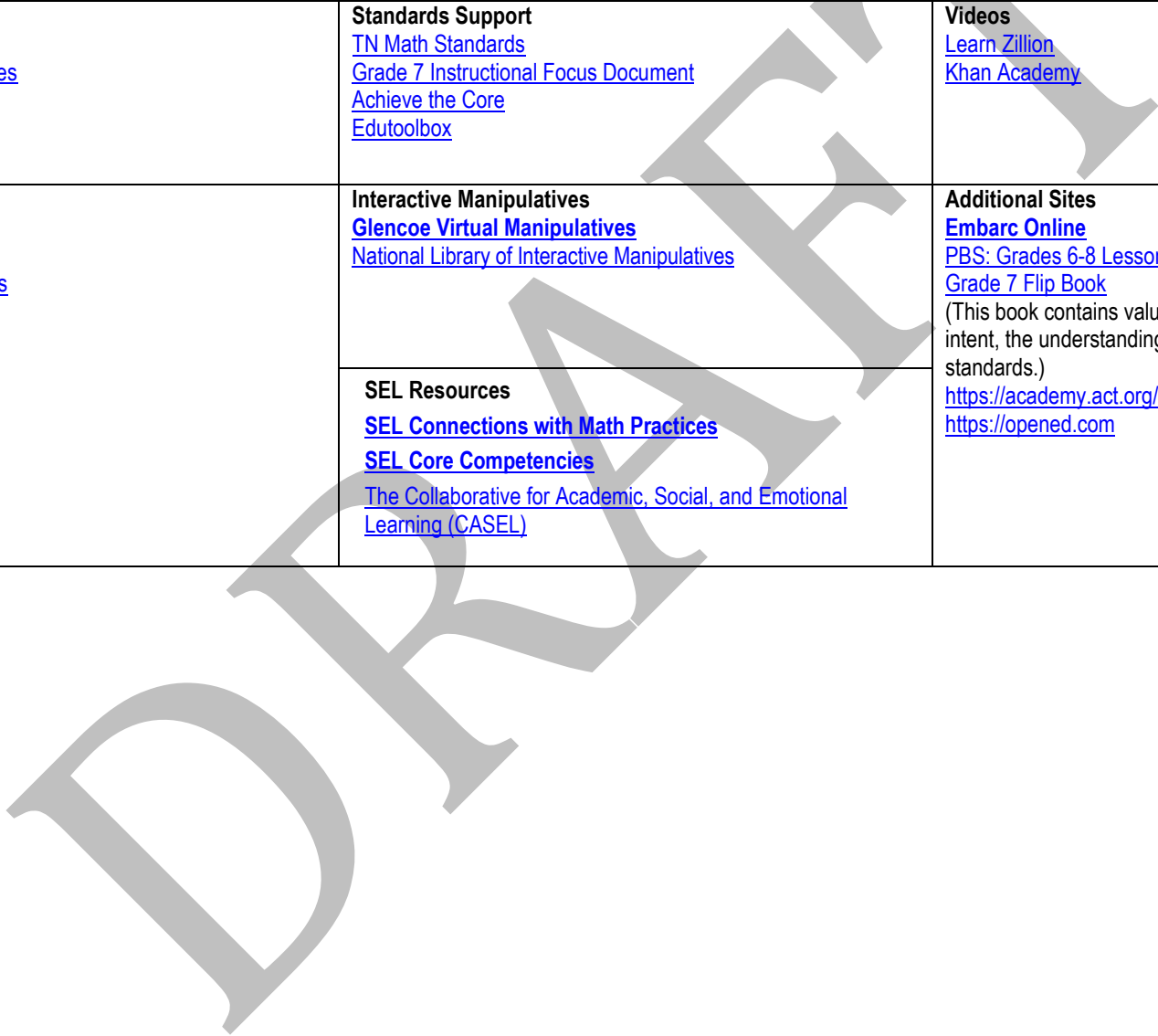
Quarter 3

Grade 7

### RESOURCE TOOLKIT

The Resource Toolkit provides additional support for comprehension and mastery of grade-level skills and concepts. While some of these resources are imbedded in the map, the use of these categorized materials can assist educators with maximizing their instructional practices to meet the needs of all students.

<p><b>Textbook Resources</b>  <a href="http://www.greatminds.org">www.greatminds.org</a>  <a href="#">Grade 7 Remediation Guides</a>  <a href="#">Remediation Tools</a></p>	<p><b>Standards Support</b>  <a href="#">TN Math Standards</a>  <a href="#">Grade 7 Instructional Focus Document</a>  <a href="#">Achieve the Core</a>  <a href="#">Edutoolbox</a></p>	<p><b>Videos</b>  <a href="#">Learn Zillion</a>  <a href="#">Khan Academy</a></p>
<p><b>Calculator Activities</b>  <a href="#">TI-73 Activities</a>  <a href="#">CASIO Activities</a>  <a href="#">TI-Inspire for Middle Grades</a></p>	<p><b>Interactive Manipulatives</b>  <a href="#">Glencoe Virtual Manipulatives</a>  <a href="#">National Library of Interactive Manipulatives</a></p> <hr/> <p><b>SEL Resources</b>  <a href="#">SEL Connections with Math Practices</a>  <a href="#">SEL Core Competencies</a>  <a href="#">The Collaborative for Academic, Social, and Emotional Learning (CASEL)</a></p>	<p><b>Additional Sites</b>  <a href="#">Embarc Online</a>  <a href="#">PBS: Grades 6-8 Lesson Plans</a>  <a href="#">Grade 7 Flip Book</a>            (This book contains valuable resources that help develop the intent, the understanding and the implementation of the state standards.)  <a href="https://academy.act.org/">https://academy.act.org/</a>  <a href="https://opened.com">https://opened.com</a></p>



■ Major Content

➤ Supporting Content

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# Curriculum and Instruction – Mathematics

Quarter 3

2019-2020

Grade 7

## January 2020

Module/Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
			1	2	3	<b>Flex Day Options Include:</b> <b>Standard-</b> Suggested standard(s) to review for the day (*-denotes a Power Standard) <b>Pacing</b> – Use this time to adjust instruction to stay on pace. <b>Other-</b> This includes assessments, review, re-teaching, etc.
			Winter Break			
Module 4 Topic C	<b>6</b> <i>Quarter 3 Begins</i> Module 4 Topic C Lesson 12	<b>7</b> Module 4 Topic C Lesson 13	<b>8</b> Module 4 Topic C Lesson 14	<b>9</b> Module 4 Topic C Lesson 15	<b>10</b> Flex Day Options 7.RP.A.2b 7.G.A.1 <b>Pacing</b> <b>Other</b>	
Module 4 Topic C	<b>13</b> Module 4 Topic C Lesson 16	<b>14</b> <i>End of Module 4 Assessment &amp; Review of Assessment</i>	<b>15</b> <i>End of Module 4 Assessment &amp; Review of Assessment</i>	<b>16</b> <i>End of Module 4 Assessment &amp; Review of Assessment</i>	<b>17</b> <i>½ day students</i> Flex Day Options 7.G.A.1 <b>Pacing</b> <b>Other</b>	
Module 5 Topic A	<b>20</b> <i>Martin Luther King Jr. Day</i>	<b>21</b> Module 5 Topic A Lesson 1	<b>22</b> Module 5 Topic A Lesson 2	<b>23</b> Module 5 Topic A Lesson 3	<b>24</b> Module 5 Topic A Lesson 4	
Module 5 Topics A Topic B	<b>27</b> Module 5 Topic A Lesson 5	<b>28</b> Module 5 Topic B Lesson 8	<b>29</b> Module 5 Topic B Lesson 9	<b>30</b> Module 5 Topic B Lesson 12	Flex Day Options 7.SP.C.5, 7.SP.C.6 7.SP.C.7 <b>Pacing</b> <b>Other</b>	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

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■ Major Content

➤ Supporting Content



Curriculum and Instruction – Mathematics  
2019-2020

Quarter 3

Grade 7

February 2020

Module/Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5 Topic C	3 Mid-Module 5 Assessment	4 Module 5 Topic C Lesson 13	5 Module 5 Topic C Lesson 14	6 Module 5 Topic C Lesson 16	7 Flex Day Options 7.SP.A.1 7.SP.A.2* Pacing Other	<b>Flex Day Options Include:</b>  <b>Standard-</b> Suggested standard(s) to review for the day (*-denotes a Power Standard)
Module 5 Topic C	10 Module 5 Topic C Lesson 17	11 Grade 6 Module 6 Lesson 6	12 Grade 6 Module 6 Lesson 8	13 Parent Teacher Conferences Grade 6 Module 6 Lessons 10-11, combined	14 1/2 day students Flex Day Options 7.SP.A.1 7.SP.A.2* Pacing Other	<b>Pacing</b> - Use this time to adjust instruction to stay on pace.  <b>Other-</b> This includes assessments, review, re-teaching, etc.
Module 5 Topic C	17 President's Day (PD FLEX DAY)	18 Module 5 Topic C Lesson 18	19 Module 5 Topic C Lesson 19	20 Module 5 Topic C Lesson 20	21 Module 5 Topic C Assessment	
Module 5 Topic C	24 Grade 6 Module 6 Lesson 12	25 Grade 6 Module 6 Lesson 13	26 Grade 6 Module 6 Lesson 14	27 Grade 6 Module 6 Lesson 15	28 Flex Day Options 7.SP.A.1 7.SP.A.2* Pacing Other	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

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■ Major Content

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Curriculum and Instruction – Mathematics  
2019-2020

Quarter 3

Grade 7

March 2020

Module/Topic	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 5 Topic C	2 Grade 6 Module 6 Lesson 16	3 Module 5 Topic C Lesson 21	4 Module 5 Topic C Lesson 22	5 End of Module 5 Assessment	6 Flex Day Options 7.SP.B.3 7.SP.B.4 Pacing Other	<b>Flex Day Options Include:</b>  <b>Standard-</b> Suggested standard(s) to review for the day (*-denotes a Power Standard)  <b>Pacing</b> – Use this time to adjust instruction to stay on pace.  <b>Other-</b> This includes assessments, review, re-teaching, etc.
	9	10	11	12	13 Quarter 3 Ends	
Use this time to review, re-teach, remediate or progress with pacing.						
	16	17	18	19	20	
Spring Break						
	23 Quarter 4 Begins	24	25	26	27	
	30	31	1	2	3	

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Curriculum and Instruction – Mathematics  
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Grade 7

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