# 7th Grade
## Addressing Unfinished Learning after COVID School Closures

| Considerations for Addressing PRIORITY Grade-Level Content | |
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| The clusters and standards listed in this table name the priority instructional content for grade 7. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column. | |
| **Clusters/ Standards** | **Considerations** |
| 7.RP.A | No special considerations for curricula well aligned to analyzing proportional relationships, as detailed by the cluster. Time spent on instruction and practice should NOT be reduced. |
| 7.NS.A | *Incorporate* foundational work on understandings of rational numbers (6.NS.C.5, 6, and 7) to build towards operations with rational numbers (7.NS.A), as detailed by the cluster. |
| 7.EE.A | *Incorporate* foundational work on writing and transforming linear expressions from grade 6 (6.EE.A) into the work of using properties of operations to generate equivalent expressions, as detailed by the cluster (7.EE.A). |
| 7.EE.B.3 | Solving multi-step real-life and mathematical problems, as detailed by the standard. Time spent on instruction and practice should NOT be reduced. |
| 7.EE.B.4 | *Emphasize* equations relative to inequalities. *Incorporate* foundational work of reasoning about and solving one-variable equations (6.EE.B) to support students' work on constructing equations to solve problems, as detailed by the standard (7.EE.B.4). Time spent on instruction and practice relating to equations should NOT be reduced. |

| Considerations for Addressing REMAINING Grade-Level Content | |
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| The clusters and standards listed in this table represent the remainder of grade 7 grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column. | |
| **Clusters/ Standards** | **Considerations** |
| 7.G.A.1 | *Reduce* time spent creating scale drawings by hand. Time spent on instruction and practice should not exceed what would be spent in a typical year. |

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| 7.G.A.2<br>7.G.A.3 | *Eliminate* lessons on drawing and constructing triangles, as detailed in the standard (7.G.A.2). *Eliminate* lessons on analyzing figures that result from slicing three-dimensional figures, as detailed in the standard (7.G.A.3). |
| 7.G.B.4 | *Combine* lessons on knowing and using the formulas for the area and circumference of a circle in order to reduce the amount of time spent on this topic. *Limit* the amount of required student practice. |
| 7.G.B.5<br>7.G.B.6 | *Combine* lessons to address key concepts and skills of unknown angles, area, volume, and surface area (7.G.B.5, 7.G.B.6). *Reduce* the amount of required student practice.<br><br>*Incorporate* conceptual understanding of finding the area of polygons and the volume of right rectangular prisms (6.G.A.1, 6.G.A.2) in teaching real-life and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects (7.G.B.6). Do not require students to use or draw nets to determine surface area. |
| 7.SP.A<br>7.SP.B | *Combine* lessons on using random sampling to draw inferences about a population and using measures of center and variability to draw comparative inferences about two populations in order to reduce the amount of time spent on this topic. Incorporate students' grade 6 understanding of statistical variability (6.SP.A). Limit the amount of required student practice.<br><br>*Eliminate* lessons and problems on assessing the degree of overlap on data distributions, as detailed in the standard (7.SP.B.3). |
| 7.SP.C | *Combine* lessons on developing, using, and evaluating probability models in order to emphasize foundational concepts and reduce the amount of time spent on this topic (7.SP.C). Limit the amount of required student practice.<br><br>*Eliminate* lessons and problems on finding probabilities of compound events, as detailed in the standard (7.SP.C.8). |