ARCHDIOCESE of MILWAUKEE

MATH PRIORITY AND SUPPORTING STANDARDS INSTRUCTIONAL SHIFTS 2020-21
GRADE 7

List of Priority Standards as Shown on Report Card	*Notes on Supporting Standards*	*Priority Instructional Content*

Ratios and Proportional Relationships				Approaches to shifting how time is dedicated to the clusters and standards in each domain.
		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 supports standard 7.RP.3.*	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.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. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn. 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 supports standard 7.RP.3.*	

ARCHDIOCESE of MILWAUKEE

MATH PRIORITY AND SUPPORTING STANDARDS INSTRUCTIONAL SHIFTS 2020-21
GRADE 7

List of Priority Standards as Shown on Report Card		*Notes on Supporting Standards*		*Priority Instructional Content*
7.RP.3	Solves multistep ratio and percent problems.			
		7.MP.1	*Make sense of problems and persevere in solving them supports standard 7.RP.3.*	
The Number System				
7.NS.1	Adds and subtracts rational numbers.			**Incorporate** grade 6 foundational work on understandings of rational numbers to build towards operations with rational numbers, as detailed by the cluster.
7.NS.2	Multiplies and divides rational numbers.			
7.NS.3	Solves problems with rational numbers.			
		7.MP.1	*Make sense of problems and persevere in solving them supports standard 7.NS.3.*	
Expressions and Equations				
7.EE.1	Adds, subtracts, factors, and expands linear expressions.			**Incorporate** grade 6 foundational work on writing and transforming linear expressions into the work of using properties of operations to generate equivalent expressions, as detailed by the cluster. No special considerations for curricula well aligned to 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.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 support standard 7.EE.3 and 7.EE.4.*	
7.EE.3	Solves multi-step problems posed with positive and negative rational numbers.			

MATH PRIORITY AND SUPPORTING STANDARDS INSTRUCTIONAL SHIFTS 2020-21
GRADE 7

List of Priority Standards as Shown on Report Card		*Notes on Supporting Standards*		*Priority Instructional Content*
		7.MP.1	*Make sense of problems and persevere in solving them supports standard 7.EE.3.*	**Emphasize** equations relative to inequalities. Incorporate grade 6 foundational work of reasoning about and solving one-variable equations to support students' work on constructing equations to solve problems**. Time spent on instruction and practice relating to equations should NOT be reduced.**
7.EE.4	Constructs equations and inequalities to solve problems.			
		7.MP.1	*Make sense of problems and persevere in solving them supports standard 7.EE.4.*	
Geometry				
7.G.1	Solves problems involving scale drawings of geometric figures.			**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.** **Eliminate** lessons on drawing and constructing triangles, as detailed in the standard.
		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 supports standard 7.G.1.*	
		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 suppports standard 7.G.6.*	**Eliminate** lessons on analyzing figures that result from slicing three-dimensional figures, as detailed in the standard. **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.4	Solves problems involving circumference and area of circles.			

MATH PRIORITY AND SUPPORTING STANDARDS INSTRUCTIONAL SHIFTS 2020-21
GRADE 7

List of Priority Standards as Shown on Report Card		*Notes on Supporting Standards*		*Priority Instructional Content*
		7.MP.1	*Make sense of problems and persevere in solving them supports standard 7.G.4.*	**Combine** lessons to address key concepts and skills of unknown angles, area, volume, and surface area. **Reduce the amount of required student practice.** **Incorporate** grade 6 conceptual understanding of finding the area of polygons and the volume of right rectangular prisms in teaching real-life and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects. Do not require students to use or draw nets to determine surface area.
7.G.5	Writes and solves equations to find unknown angles.			
		7.MP.2	*Make sense of problems and persevere in solving them supports standard 7.G.6.*	
7.G.6	Solves problems involving area, volume, and surface area of two-dimensional and three-dimensional objects.			
		7.MP.1	*Make sense of problems and persevere in solving them supports standard 7.G.6.*	
Statistics and Probability				
		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 supports standard 7.SP.4.*	**Incorporate** students' grade 6 understanding of statistical variability. **Limit the amount of required student practice.**

MATH PRIORITY AND SUPPORTING STANDARDS INSTRUCTIONAL SHIFTS 2020-21
GRADE 7

List of Priority Standards as Shown on Report Card		*Notes on Supporting Standards*		*Priority Instructional Content*
		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 supports standard 7.SP.4.*	**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.
		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 supports standard 7.SP.4.*	**Eliminate** lessons and problems on assessing the degree of overlap on data distributions, as detailed in the standard.
7.SP.4	Uses statistics to draw conclusions.			
		7.MP.3	*Construct viable arguments and critique the reasoning of others supports standard 7.SP.4.*	

MATH PRIORITY AND SUPPORTING STANDARDS INSTRUCTIONAL SHIFTS 2020-21
GRADE 7

List of Priority Standards as Shown on Report Card		*Notes on Supporting Standards*		*Priority Instructional Content*
		7.SP.5	*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 supports standard 7.SP.8.*	
		7.SP.6	*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 supports standard 7.SP.8.*	

ARCHDIOCESE of MILWAUKEE

MATH PRIORITY AND SUPPORTING STANDARDS INSTRUCTIONAL SHIFTS 2020-21
GRADE 7

List of Priority Standards as Shown on Report Card		*Notes on Supporting Standards*		*Priority Instructional Content*
		7.SP.7	*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. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process supports standard 7.SP.8.*	
7.SP.8	Finds probabilities of compound events.			