

7th Grade Curriculum Frameworks Rationale Document

In the Curriculum Frameworks, the standards are listed in alphabetical order, not in the order they should be taught. Study the priority and supporting standards in each framework before you begin. The learning targets and Criteria for Success are listed in a suggested teaching order. Each framework has an end-of-framework assessment and user guide that can be used to guide instruction. Study the rationales below, the tasks and the rubrics in each framework to plan instruction. ***This document is ONLY to be used as a supplement to the Frameworks. **Frameworks are designed to be taught and assessed within 162 days.**

<p>1st Quarter</p> <p>Establish rules and procedures.</p> <p><i>*if time allows start CF 3 (begin with unit rates)</i></p>	<p>CF 1: Integers (<i>Priority: NS.1, NS.2, NS.3</i>) 3 weeks 15 days Rationale: The goal of this framework is to build on the previous understanding of integers from sixth grade. At the end of this framework, students should be able to compute integers using all four operations, as well as being able to represent integer computations conceptually. Students should have the opportunity to work with everyday contextual integer problems throughout the framework.</p> <p>CF 2: Rational Numbers (<i>Priority: NS.1, NS.2, NS.3</i>) 4 weeks 20 days Rationale: The goal of this framework is to develop fluency with adding, subtracting, multiplying, and dividing rational numbers. Students should be able to complete basic rational number computations conceptually. Students should have the opportunity to work with everyday contextual rational number problems throughout the framework.</p>
<p>2nd Quarter</p> <p><i>CF 4 may need to be carried into 3rd Quarter</i></p>	<p>CF 3: Ratios and Proportional Reasoning (<i>Priority: RP.1, RP.2</i>) 4 weeks 20 days Rationale: The goal of this framework is to extend students' understanding of ratios and unit rate from sixth grade and develop their understanding of proportional relationships. Students will use their understanding of ratios and proportionality to solve single-step problems. Students will need to identify and explain the constant of proportionality in tables, equations, and graphs, as well as determining if proportional relationships exist among tables, equations, and graphs.</p> <p>CF 4: Expressions, Equations, and Inequalities with Integers and Rational Numbers (<i>Priority: EE.1, EE.2, EE.3, EE.4</i>) 6 weeks 30 days Rationale: EE.3 and EE.4 in-depth FOCUS which will require FLUENCY with CF2 as well as EE.1 The goal of this framework is to build fluency for solving multi-step problems with rational numbers and solving word problems with one-variable equations. Students should generate equivalent expressions in multiple forms, apply the distributive property, and combine like terms. Students should be able to write and solve multi-step equations with rational numbers. Students should be able to write and solve two-step inequalities. They should also be able to construct expressions, equations, and inequalities to solve contextual problems. This framework builds on the previous understanding of expressions, equations, and inequalities from sixth grade.</p>

<p>3rd Quarter</p> <p><i>CF 6 may need to be carried into 4th Quarter (suggested break would be G.1-3 and G.4-6)</i></p>	<p>CF 5: Percent Ratio and Proportions in Context <i>(Priority: RP.3)</i></p> <p>5 weeks 25 days</p> <p>Rationale: The goal of this framework is for students to solve a variety of contextual based percent problems using ratios and proportions.</p> <p>CF 6: Geometry <i>(Priority: G.1, G.2, G.3, G.4, G.5, G.6)</i></p> <p>5 weeks 25 days</p> <p>G.6 in-depth FOCUS</p> <p>Rationale: The goal of this framework is for students to solve a variety of problems involving angle measure, area, surface area, and volume. Students will construct and describe geometric figures and their relationships. Students will apply their understanding of these figures to solve real-life problems, including scale drawings (which references CF 3). Students will build on their knowledge of area, surface area and volume from sixth grade with the addition of circles. Students will begin exploration of angle relationships, connecting their understanding with equations.</p>
<p>4th Quarter</p>	<p>CF 7: Statistics <i>(Priority: SP.1, SP.2, Supporting: SP.3, SP.4)</i></p> <p>3 weeks 15 days</p> <p>Rationale: The goal of this framework is for students to draw inferences based on data that is a valid representation of a population. The conclusions students reach are based on an informal analysis of measures of center and variability. This should be a comparison of two data distributions to build on their prior knowledge of single data distribution.</p> <ul style="list-style-type: none"> • SP.3 and SP.4 are supporting rather than priority because these can be taught through demonstration and do not require students to calculate the variability and deviation, but to informally analyze it to draw inferences. <p>CF 8: Probability <i>(Priority: SP.5, SP.6, SP.8a/b, Supporting: SP.7, SP.8c)</i></p> <p>2–3 weeks 12 days</p> <p>Rationale: The goal of this framework is for students to use and evaluate probability models to make predictions about the relative frequency of an event using simulations. Students make connections between probability and their understanding of proportional relations (CF 3).</p> <ul style="list-style-type: none"> • SP.7 and SP.8c are supporting rather than priority standards because the emphasis is place more on using and evaluating the data than creating a probability model.