



Essential Content Framework

A Beginning-of-Year Success Plan for Educators

Go Math! Grade 7

As schools enter the 2020-2021 academic year, educators will be challenged with meeting students' needs for the current calendar year while addressing learning gaps produced as a result of COVID-19 related school closures.

Working with the International Center for Leadership in Education (ICLE), HMH has identified the highest priority standards for you to focus on. These priority standards are built from hundreds of projects with thousands of educators around the country, which consistently show that prioritizing standards results in learning gains for ALL students, particularly students who are behind, and regardless of whether they have experienced disrupted learning.

Using these priority standards, HMH has developed this HMH Essential Content Framework as a guidance document as educators use the *Go Math!* planning resources and tools to guide their instruction beginning in Fall 2020.

The enclosed HMH Essential Content Framework allows educators to focus on those standards most critical to a student's success in achieving grade level proficiency and above, as well as providing specific content from the prior grade that can be used for scaffolding and reteaching.

Use this Essential Content Framework in conjunction with your school or district's scope and sequence documentation to identify critical skills, on-grade lessons, and expected prior-year learning that supports these standards.

Determining Student Needs

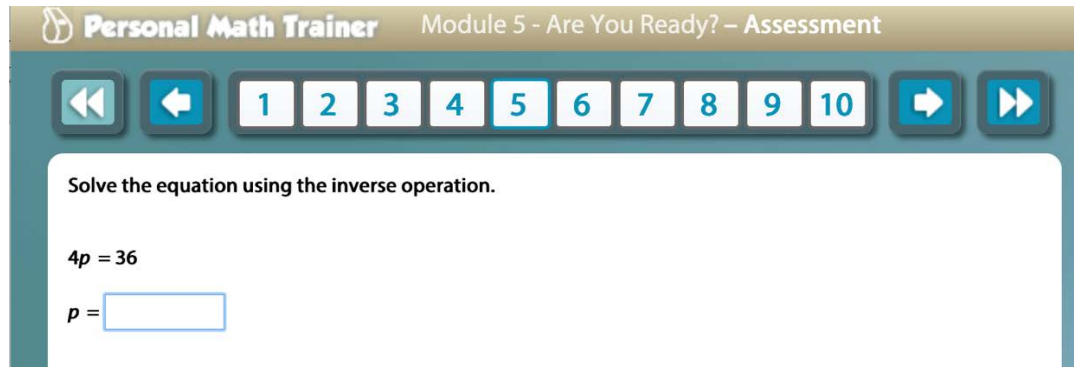
Understand the Options

Get to know what skill strengths and challenges your students are bringing to the classroom at the beginning of the year.

- Consult data or feedback from the last academic year. Reach out to the previous grade’s teachers to find out whether there are any tips that you should consider as you start the year.
- The *Assessment Resources* ancillary for Grade 7 includes a Placement Test that is correlated to Grade 6 standards and allows you to create an Individual Student Profile showing what students know at the start of the school year.
- As you begin each module in Grade 7, use the **Are You Ready?** quiz to diagnose students’ preparedness for the module. The quiz focuses on prerequisite skills for the module, and students who need help with those skills can get it through the *Differentiated Instruction* ancillary, which includes Differentiated interventions.

ARE YOU READY? <i>Diagnostic Assessment</i>			
Use to determine if students need intervention for the module’s prerequisite skills.			
Skill	Missed More Than...	Intervene With Skills <i>Intervention worksheets</i> (available online)	For Enrichment <i>Differentiated Instruction</i> (available in print and online)
Compare Whole Numbers	1 question	Skill 4 Compare Whole Numbers	Module 1 Challenge Extend-the-Math Lesson Activities in TE
Order Whole Numbers	1 question	Skill 5 Order Whole Numbers	Module 1 Challenge Extend-the-Math Lesson Activities in TE
Locate Numbers on a Number Line	1 question	Skill 61 Locate Numbers on a Number Line	Module 1 Challenge Extend-the-Math Lesson Activities in TE

- You can use the Personal Math Trainer on my.hrw.com to administer the **Are You Ready?** quizzes and other assessments.



- Throughout the course, you can use the Personal Math Trainer to give homework assignments that include learning aids such as feedback, worked-out examples, step-by-step interactive solutions, access to a PDF of the textbook, and Math on the Spot videos.
- Special types of homework assignments available with the Personal Math Trainer provide personalized intervention that is delivered either before or after the assignments.

Please choose an assignment type:

Category: Daily Intervention
 Standard-Based Intervention

Grade: Course Intervention
 Tests and Quizzes
 Homework

Show c

Submit
Create

- When students use the Personal Math Trainer, you can generate a variety of reports of student performance.



Holt McDougal Online

Houghton Mifflin Harcourt

WELCOME ASSIGNMENTS CALENDAR REPORTS PREFERENCES

Please choose a Class and a Book:

Class:

Book:

Reports

Class Comprehensive Overview:

View results for cumulative information.

Class Progress Report:

View results for Tests and Quizzes, Homework and Teacher Created Assignments posted on Holt McDougal Online. Drill down from the Class Progress Report to see details for individual Students or individual assignments.

Quick Reports:

View a quick overview of class results for assignments and against standards progress. Drill down to see performance by a class on an individual assignment or by an individual student across multiple assignments.

Knewton Analytics Report

View Knewton analytics report for this class.

Daily Intervention:

View results for online Daily Intervention assignments based on textbook objectives. Drill down from the Class Intervention Report to see details for individual assignments or individual students.

Standards:

View test and quiz results correlated to state or national standards.

Course Intervention:

View results for online Intervention assignments based on textbook objectives. Drill down from the Class Intervention Report to see details for individual assignments or individual students.



Review Priority Skills and Standards

Organized in a way to supplement the *Go Math!* Planning and Pacing Guides, this Essential Content Framework is intended to provide instructional plans and access to interventions that will allow for students' learning gaps to be addressed throughout the school year.

- Identify the on-grade-level lessons aligned with the HMH Priority Standards and, based on what you know about your class assessment reports, choose those prior-year lessons most appropriate for the majority of students in your class.
- Prior to beginning a module, use the on-grade lesson's **Show what you know, Lesson Quick Check**, and assessments to identify any learning gaps among the students, then use resources from the prior-year lessons online and in your teacher materials to address these learning gaps.
- Based on your findings, use the Differentiated Instruction, Prerequisite Skills activities, and Rtl Intervention Options for each module to meet the students' needs.
- During a lesson, use the Formative Assessment options from each lesson to determine the student's current success with the lesson's learning objective.
- lesson's learning objective.

Using this Essential Content Framework

The Essential Content Framework that follows is for Grade 7 *Go Math!* and covers those HMH Priority Standards identified for Grade 7. Each HMH Priority Standard is followed by the lessons within the *Go Math!* modules that address that priority standard.

For each on-grade HMH Priority Standard, the prior learning lessons are also listed, allowing you to identify *Go Math!* resources you can use to prepare students for the on-grade level lessons.



Grade 7 Priority Standards and Prerequisite Learning Lessons

Grade-Level Priority Standard	Priority Standards Text	Current Grade 7 Lessons	Prior Learning Lessons
7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <i>See also 7.EE.4.a, 7.EE.4.b</i>	6.2, 6.3, 6.4, 7.1, 7.2	Grade 6 Lessons 11.1, 11.2, 11.3, 11.4
7.EE.4.a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	6.4, 8.4	Grade 6 Lessons 11.1, 11.2, 11.3
7.EE.4.b	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	7.1, 7.3	Grade 6 Lesson 11.4
7.G.1	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.	8.1	Grade 5 Lesson 7.7 Grade 6 Lesson 7.2



Grade-Level Priority Standard	Priority Standards Text	Current Grade 7 Lessons	Prior Learning Lessons
7.G.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	9.3, 9.4, 9.5	Grade 6 Lessons 13.1, 13.2, 13.4, 15.1, 15.2
7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	1.4, 2.3, 3.2, 3.3, 3.4, 3.5, 3.6	Grade 6 Lessons 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5
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. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.	4.1	Grade 5 Lesson 9.5, 9.6, 9.7 Grade 6 Lessons 6.1, 6.2, 6.3, 7.3, 7.4
7.RP.3	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.	5.1, 5.2, 5.3	Grade 5 Lesson 7.7 Grade 6 Lessons 6.3, 8.1, 8.2, 8.3 Grade 7 Lessons 4.1, 4.2



Grade-Level Priority Standard	Priority Standards Text	Current Grade 7 Lessons	Prior Learning Lessons
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. 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.	10.2, 10.3	Grade 6 Lesson 16.1
7.SP.4	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.	11.1, 11.2, 11.3	Grade 6 Lessons 16.1, 16.2, 16.3, 16.4, 16.5
7.SP.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	12.2	Grade 7 Lessons 10.1, 10.2, 10.3
7.SP.8b	Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	12.3, 13.2	Grade 7 Lessons 12.2, 13.1