Grade 7, Quarter 1 (2022-2023)
FFC8 Guidance for Addressing Unfinished Learning

Facilitating Social, Emotional, and Academic Development (SEAD) Through Grade-Level Mathematics Content (Grade 7)	
The left-hand column contains sample actions for how SEAD can be effectively integrated into grade-level mathematics instruction, in connection with Standards for Mathematical Practice named in the right-hand column.	
Sample Actions	**Connection to Standards for Mathematical Practice (SMP)**
Bring in students' funds of knowledge by ensuring materials and problems have a connection with learners while also providing opportunities to learn about the broader world, such as when solving rich tasks involving geometric measurement that have a significant modeling component.	MP4: Model with mathematics
Communicate that students' thinking is valued to build trust and rapport by asking questions that elicit students' thinking, such as when students are analyzing proportional relationships.	MP1: Make sense of problems and persevere in solving them.
Position students as competent and elevate the status of students by valuing different contributions students make when they share representations and make connections between these representations (for example, tables, graphs, equations, and verbal descriptions of proportional relationships).	MP3: Construct viable arguments and critique the reasoning of others.

The FFC8 Unfinished Learning Guidance documents embrace the most current research around effective mathematics intervention. The documents outline a process for providing Tier 1, Tier 2, and Tier 3 "just-in-time" supports to help students master foundational content standards from previous grades and/or earlier in the current grade-level, so students can access the grade-level unit, lessons, and standards. This approach moves away from traditional remediation practices to focus on accelerating student learning. The tables below show the required prerequisite skills/standards students need to master in order to be successful with grade-level learning, how to diagnose whether students have mastery of these prerequisite skills/standards, and how to take action when students do not have mastery of these prerequisite skills. Illuminate can also be used to help develop a quarterly pre-assessment for these required prerequisite skills. This Illuminate assessment, aligned to the required prerequisite skills/standards could replace the Getting Ready or be used in conjunction with the Getting Ready (within the Diagnose column of the tables below).

The Diagnose column lists the question number(s) from the *SpringBoard* Getting Ready that align to the prerequisite skills/standards listed in the Understand column. In the event that a student does not correctly answer a question(s) on the Getting Ready (or Illuminate pre-assessment), then the teacher(s) can use the resources listed in the Take Action column to provide a reteach opportunity for the student in order for the student to reach mastery (Tier 1 or Tier 2 intervention). In addition, the teacher(s) can explore the tasks aligned to each prerequisite standard within the Coherence Map links contained within the Understand column and utilize these tasks with the student as a reteach opportunity (Tier 1 or Tier 2). ALEKS can be utilized to create additional practice opportunities aligned to the skills/standards contained within the Getting Ready Practice, Mini Lessons, or associated prerequisite standards (Tier 2). Student learning conferences can also be utilized for a teacher(s) to collaborate with an individual student to determine the topic(s) within a student's ALEKS learning pathway that is the most necessary prerequisite knowledge for upcoming lessons of grade-level instruction (Tier 2).

In the event that a student is in need of more intensive Tier 3 support because the student has not yet mastered foundational prerequisite skills/standards to the identified prerequisite skills, the teacher(s) can use the Coherence Map to identify the prerequisite skills/standards for the Required Prerequisite Skills/Standards identified within the tables below. The teacher(s) can then work through a similar unfinished learning and just-in-time support process with the information obtained from the Coherence Map to provide reteach opportunities and supports to continue to provide access to the prerequisite skills for grade-level content.

7.NS.A - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (Quarter 1)		
Understand	**Diagnose**	**Take Action**
Required Prerequisite Skills/Standards 5.NF.A.1 - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. 5.NF.B.4 - Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 6.NS.A.1 - Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations	Course 2 Unit 1 Getting Ready ● Questions 1, 2, 3, 5, 6, and 7	Course 2 Unit 1 Teacher Resources ● Getting Ready Practice ○ Absolute Value ○ Operations with Rational Numbers ○ Ordering Fractions and Decimals ○ Visual Representations ● Mini Lessons ○ Adding and Subtracting Fractions with Unlike Denominators

to represent the problem. 6.NS.B.3 - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. 6.NS.C.5 - Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. 6.NS.C.6 - Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. 6.NS.C.7 - Understand ordering and absolute value of rational numbers. **Coherence Map** 7.NS.A		

7.EE.A - Use properties of operations to generate equivalent expressions. (Quarter 1)		
Understand	**Diagnose**	**Take Action**
Required Prerequisite Skills/Standards 6.EE.A.2 - Write, read, and evaluate expressions in which letters stand for numbers. 6.EE.A.3 - Apply the properties of operations to generate equivalent expressions. 6.EE.A.4 - Identify when two expressions are equivalent (i.e.,	Course 2 Unit 2 Getting Ready ● Questions 5, 6, 7, and 8	Course 2 Unit 2 Teacher Resources ● Getting Ready Practice ○ Algebraic Expressions ○ Applications of Whole Numbers

when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for. **Coherence Map** 7.EE.A		

References:

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