Connecticut Mathematics Model Curricula Alignment

Resource Name: Fishtank Plus Math

Alignment Grade 7				
Model Unit Name	**Model Unit Standards**	**Resource Unit(s) Number**	**Resources Lessons**	**Pacing**
This is the title of the unit in the model curricula	*These are the standards addressed in the unit*	*This is the unit(s) that aligns with the model unit from the resource*	*These are the lessons from the identified units that align to the standards within the model unit*	*This is the expected number of days for instruction*
Operating with Rational Numbers (Addition & Subtraction)	7.NS.A.1, 7.NS.A.3	Unit 2 Unit 3	7.NS.A.1: U2 L1-11 7.NS.A.3: U2 L18 U3 L1-2, L10-11	13 days + 1-2 flex days + assessment
Operating with Rational Numbers (Multiplication & Division)	7.NS.A.2, 7.NS.A.3, 7.EE.A.2, 7.EE.B.3	Unit 2 Unit 3 Unit 4	7.NS.A.2: U2 L12-17 7.NS.A.3: U2 L18 U3 L1-2, L10-11 7.EE.A.2: U3 L9 7.EE.B.3: U3 L10-11	9 days + 1-2 flex days + assessment
Two and Three Dimensional Geometry	7.G.A.2, 7.G.A.3, 7.G.B.4, 7.G.B.5, 7.G.B.6	Unit 6	7.G.A.2: U6 L12-15 7.G.A.3: U6 L16 7.G.B.4: U6 L5-11	21 days + 1-2 flex days + assessment

			7.G.B.5: U6 L1-5, L12 7.G.B.6: U6 L10-11, L17-21	
Proportional Reasoning	7.RP.A.1, 7.RP.A.2, 7.RP.A.3, 7.G.A.1	Unit 1 Unit 5	7.RP.A.1: U1 L1, L13-16, L18 7.RP.A.2: U1 L1-12, L18 7.RP.A.3: U1 L14-18 U5 L1-11, L13-19 7.G.A.1: U5 L12-19	37 days + 2-4 flex days + assessment
Algebraic Reasoning II	7.EE.A.1, 7.EE.A.2, 7.EE.A.4	Unit 3 Unit 4 Unit 5	7.EE.A.1: U3 L1-8 7.EE.A.2: U3 L9, U5 L5-6, L8 7.EE.A.4: U4 L1-12	23 days + 2-3 flex days + assessment
Probability	7.SP.C.5, 7.SP.C.6, 7.SP.C.7, 7.SP.C.8,	Unit 8	7.SP.C.5: U8 L1 7.SP.C.6: U8 L2, L4 7.SP.C.7: U8 L2-3, L5 7.SP.C.8: U8 L6-9	9 days + 1-2 flex days + assessment
Inferences and Populations	7.SP.A.1, 7.SP.A.2, 7.SP.B.3, 7.SP.B.4,	Unit 7	7.SP.A.1: U7 L1-3	9 days + 1-2 flex days + assessment

		7.SP.A.2: U7 L3, L5-6	
		7.SP.B.3: 7 L4, L7-9	
		7.SP.B.4: U7 L4, L7-9	

Scope and Sequence

If a district uses this resource to implement the state model curriculum for grade 7, the following scope and sequence should be followed to ensure alignment and attention to the progressions of mathematics.

Order	Unit Number/Title and Lessons	Lesson Objectives	# of days (assume 1 hour of instruction)	Number of weeks
1	Unit 1: Proportional Relationships	Topic A: Representing Proportional Relationships in Tables, Equations, and Graphs Topic B: Non-Proportional Relationships Topic C: Connecting Everything Together Topic D: Solving Ratio & Rate Problems with Fractions	18 Lessons + 4 flex days = 22 total days	4-5 weeks
2	Unit 2: Operations with Rational Numbers	Topic A: Adding and Subtracting Rational Numbers Topic B: Multiplying and Dividing Rational Numbers Topic C: Using all Four Operations with Rational Numbers	18 Lessons + 4 flex days = 22 total days	4-5 weeks
3	Unit 3: Numerical and Algebraic Expressions	Topic A: Evaluating Numerical and Algebraic Expressions Topic B: Generating Equivalent Expressions Topic C: Solving Multi-Step Problems using Expressions	11 Lessons + 4 flex days = 15 total days	3 weeks
4	Unit 4: Equations and Inequalities	Topic A: Solving and Modeling with Equations	12 Lessons + 4 flex days = 16 total days	3-4 weeks

		Topic B: Solving and Modeling with Inequalities		
5	Unit 5: Percent and Scaling	Topic A: Percent, Part, and Whole Topic B: Percent Increase and Decrease Topic C: Percent Applications Topic D: Scale Drawings	19 Lessons + 4 flex days = 23 total days	4-5 weeks
6	Unit 6: Geometry	Topic A: Angle Relationships Topic B: Circles Topic C: Building Polygons and Triangles Topic D: Solid Figures	21 Lessons + 2 flex days = 23 total days	5 weeks
7	Unit 7: Statistics	Topic A: Understanding Populations and Samples Topic B: Using Sample Data to Draw Inferences About a Population Topic C: Using Sample Data to Compare Two or More Populations	9 Lessons + 2 flex days = 11 total days	2 weeks
8	Unit 8: Probability	Topic A: Probability Models of Simple Events Topic B: Probability Models of Compound Events	9 Lessons + 2 flex days = 11 total days	2 weeks

Supports of Diversity, Equity and Inclusion

Please provide any information relative to supporting culturally responsive instruction, multi-language learners, and students with disabilities

We believe that all students deserve access to high-quality curriculum and that students should not need to prove they can do rigorous, grade-level math in order to gain access to it. We see these beliefs as key components of supporting anti-racist school practice, and we share our curriculum as a trusted resource for educators in this work. As a curriculum team, we are continually listening, learning, and iterating on our curriculum and resources to get this work right. We strive to help all students see themselves as confident and competent mathematicians who are able to apply their math knowledge both in and out of the classroom as global citizens.

Our problems are written to reflect a wide range of identities and real-life contexts. The contexts and quantities used within problems do not suggest certain levels of wealth or access to opportunities. At times, common contexts that are accessible to most, such as school, nature, daily activities, temperature, or sports, are used. Other problems offer opportunities to connect to specific cultures and provide windows and mirrors for students. We aim to use engaging contexts that are interesting to students and connect to the real world. Gender is also balanced to avoid negative stereotypes around gender assignments, such

as boys playing sports and girls baking. Situations that imply a binary gender are also avoided, such as a problem asking for a total number of people when given the number of girls and the number of boys. Gender neutral names and pronouns are present in the curriculum as well.

To support teachers in implementing the curriculum, we have many tools available in our Math Teacher Tools section. Here, teachers find in-depth resources available for topics such as Preparing to Teach Fishtank Math, Academic Discourse, Assessments, and Procedural Skill and Fluency. Two specific resources, Supporting English Learners and Special Populations, include protocols and strategies for teachers to use in their classrooms with students who are either learning English or who have a learning disability.