In March 2020, school districts across the state experienced school closure due to COVID-19. Although schools were closed, districts transitioned to online instruction. The design and content of the at-home instruction model for districts varied across the state. Some taught review units of instruction, while others continued to teach the next units of instruction within their scope and sequence. Although some districts continued to teach the next units of instruction, the depth of concept expectations within the units may not have been met by all students. In order to support foundational understandings of concepts within the last nine weeks of 2019-2020, the mathematics team of TEKS Resource System has designed the Mathematics COVID-19 Gap Implementation Tool for district considerations during the 2020-2021 school year.

For non-STAAR tested grade levels, some units in the last nine weeks may have included concepts that had not been introduced earlier in the school year. For STAAR-tested grade levels, most school districts were completing the teaching of all standards in preparation of the upcoming STAAR. TEKS Resource System was diligent when creating each grade level scope and sequence to ensure the 4th nine weeks units were designed to solidify foundational understandings for students to be prepared for the next grade level. Therefore, the TEKS Resource System Mathematics COVID-19 Gap Implementation Tool reminds teachers to consider all previous grade level(s) standards of the last nine weeks that are aligned to the current grade level standards of the 2020-2021 school year.   
Note: Since these tools highlight the standards of the previous grade level(s), there is not a Kindergarten Mathematics COVID-19 Gap Implementation Tool.

Our goal is to encourage the inclusion of previous foundational understandings when appropriate throughout the year rather than beginning the 2020-2021 school year reviewing the last nine weeks of the previous year. We are not asking teachers to teach an additional nine weeks of school, but to use instructional techniques such as pre-assessing and wrapping of standards to connect vertically aligned grade level understandings seamlessly. Or, districts may choose to spiral previous foundational understandings prior to the current grade level unit of instruction.

**Gap Considerations at a Glance**

|  |  |  |
| --- | --- | --- |
| **Previous Grade Level → Current Grade Level** | **Previous Grade Level Concepts**  **NOT Taught or NOT COMPLETELY Taught**  **Prior to Last Nine Weeks of 2019-2020**  **That Impact the Current Grade Level** | **Previous Grade Level Concepts**  **Being Reviewed or Extended**  **in the Last Nine Weeks of 2019-2020**  **That May Impact the Current Grade Level** |
| Grade 6 → Grade 7 | Data analysis; Personal financial literacy | Proportionality; Equations |

**Quick Key to Reading the Mathematics COVID-19 Gap Implementation Tool**

|  |  |
| --- | --- |
| **Strikethrough(s)** | Strikethrough(s) in the previous grade level **Last 9 Weeks Standards** column reflect the strikethrough(s) that appear in the previous grade level Unit IFDduring the last 9 weeks. This strikethrough(s) indicates the part of the SE that was not included in the hyperlinked previous grade level unit.  Strikethrough(s) in the current grade level **Aligned Standards** column reflect the strikethrough(s) that appear in the current grade level Unit IFD. This strikethrough(s) indicates the part of the SE that is not included in the current grade level unit where the gap is being considered.  While the standards in each row of the table are vertically aligned, any strikethroughs are not necessarily vertically aligned. |
| **Underlines** | **No underline** indicates the standard was completely taught prior to the 4th nine weeks.  **Underline** indicates the standard or part of the standard was not taught prior to the 4th nine weeks. |
| **Xs** | An X in a column **with** a previous grade level hyperlink indicates the current grade level unit in which all of the current grade level standards in the row occur and where the gap considerations from the previous grade level impact the current unit.  An X in a column **without** a previous grade level hyperlink indicates where all or some of the current grade level standards in the row occur in the scope and sequence. |
| **Hyperlinks** | A hyperlink to the previous grade level Unit IFD along with the previous grade level standards allows for quick access to view the specificity of the previous grade level standard(s) that includes a potential gap. |
| **Alternating Shading** | Alternating white and gray shading allows for easy visualization of a change in unit number. |

For complete instruction on how to read this tool, see the [Mathematics COVID-19 Gap Implementation Tool Instructions](https://www.teksresourcesystem.net/module/portfolio/filehandler.ashx?ID=934322).

|  |  | **2020–2021 School Year Grade 7 Units Reflected on Year at a Glance (YAG)** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 6**  **Last 9 Weeks Standards  2019-2020** | **Grade 7  Aligned Standards**  **2020-2021** | **Unit**  **01** | **Unit**  **02** | **Unit**  **03** | **Unit**  **04** | **Unit**  **05** | **Unit**  **06** | **Unit**  **07** | **Unit**  **08** | **Unit**  **09** | **Unit**  **10** | **Unit**  **11** | **Unit**  **12** |
| **6.14C** Balance a check register that includes deposits, withdrawals, and transfers.  *Supporting Standard* | **7.13C** Create and organize a financial assets and liabilities record and construct a net worth statement.  *Supporting Standard* | **X**  [**G6U11**](https://www.teksresourcesystem.net/module/content/search/item/678257/viewdetail.ashx)  **6.14C** |  |  |  |  |  |  |  |  |  |  |  |
| **Considerations:**  Students may not have been taught 6.14C and may not have had the opportunity to solidify the foundational understandings to prepare them for 7.13C. Grade 7 teachers should be prepared to:   * Introduce balancing a check register, including deposits, withdrawals, and transfers to establish an understanding of the effects on the balance prior to introducing financial assets and liabilities and their effect on net worth. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **6.10A** Model and solve one-variable, one-step equations ~~and inequalities~~ that represent problems, including geometric concepts.  *Readiness Standard* | **7.11A** Model and solve one-variable, two-step equations and inequalities.  *Readiness Standard*  **7.11C** Write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships.  *Supporting Standard* |  | **X**  [**G6U13**](https://www.teksresourcesystem.net/module/content/search/item/678255/viewdetail.ashx)  **6.10A** |  |  |  |  |  |  |  |  | **X** |  |
| **Considerations:**  Although students may have been taught 6.10A, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.11A and 7.11C. Grade 7 teachers should be prepared to:   * Pre-assess students’ understanding of modeling and solving one-variable, one-step equations and inequalities, including geometric concepts, prior to modeling and solving one-variable, two-step equations and inequalities, including geometric concepts.   Note: In Grade 6, inequalities was previously taught prior to the last 9 weeks and was not being reviewed or extended in the last 9 weeks. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **6.5A** Represent mathematical and real-world problems involving ratios and rates using scale factors, tables, graphs, and proportions.  *Supporting Standard* | **7.4A** Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including *d* = *rt*.  *Readiness Standard* |  |  | **X**  [**G6U12**](https://www.teksresourcesystem.net/module/content/search/item/678256/viewdetail.ashx)  **6.5A** | **X** |  |  |  |  |  | **X** |  |  |
| **Considerations:**  Although students may have been taught 6.5A, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.4A. Grade 7 teachers should be prepared to:   * Pre-assess students’ understanding of problems involving representations of rates as a comparison of two different quantities where the measuring unit is different for each quantity prior to introducing problems involving representations of constant rates of change, where the dependent value, *y*, changes at a constant rate for each independent value, *x*. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **6.4G** Generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.  *Readiness Standard*  **6.5B** Solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models.  *Readiness Standard* | **7.4D** Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems.  *Readiness Standard* |  |  | **X**  [**G6U12**](https://www.teksresourcesystem.net/module/content/search/item/678256/viewdetail.ashx)  **6.4G**  **6.5B** |  |  |  |  |  |  | **X** |  |  |
| **Considerations:**  Although students may have been taught 6.4G and 6.5B, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.4D. Grade 7 teachers should be prepared to:   * Pre-assess students’ understanding of generating equivalent forms of fractions, decimals, and percents to solve problems, and understanding of solving problems involving the relationships between parts, wholes, and percents, prior to introducing problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **6.4H** Convert units within a measurement system, including the use of proportions and unit rates.  *Readiness Standard* | **7.4E** Convert between measurement systems, including the use of proportions and the use of unit rates.  *Supporting Standard* |  |  | **X**  [**G6U12**](https://www.teksresourcesystem.net/module/content/search/item/678256/viewdetail.ashx)  **6.4H** |  |  |  | **X** |  |  |  |  |  |
| **Considerations:**  Although students may have been taught 6.4H, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.4E. Grade 7 teachers should be prepared to:   * Pre-assess students’ understanding of converting units within a measurement system prior to introducing conversions between measurement systems. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **6.6C** Represent a given situation using verbal descriptions, tables, graphs, and equations in the form *y* = *kx* or *y* = *x* + *b*.  *Readiness Standard* | **7.7A** Represent linear relationships using verbal descriptions, tables, graphs, and equations that simplify to the form *y* = *mx* + *b*.  *Readiness Standard* |  |  |  | **X**  [**G6U13**](https://www.teksresourcesystem.net/module/content/search/item/678255/viewdetail.ashx)  **6.6C** |  |  |  |  |  | **X** | **X** |  |
| **Considerations:**  Although students may have been taught 6.6C, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.7A. Grade 7 teachers should be prepared to:   * Pre-assess students’ understanding of representing situations involving *y* = *kx* or *y* = *x* + *b* prior to introducing representations involving *y* = *mx* + *b.* | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  | **X** |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  | **X** |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | | |
| **6.8C** Write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.  *Supporting Standard*  **6.8D** Determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.  *Readiness Standard* | **7.9C** Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles.  *Readiness Standard* |  |  |  |  |  |  | **X**  [**G6U13**](https://www.teksresourcesystem.net/module/content/search/item/678255/viewdetail.ashx)  **6.8C**  **6.8D** |  |  |  |  | **X** |
| **Considerations:**  Although students may have been taught 6.8C and 6.8D, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.9C. Grade 7 teachers should be prepared to:   * Pre-assess students’ understanding of problems involving area of a two-dimensional figure(s) prior to introducing problems involving area of composite figures containing combinations of two-dimensional figures. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **6.8C** Write equations that represent problems related to the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.  *Supporting Standard*  **6.8D** Determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.  *Readiness Standard* | **7.9A** Solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.  *Readiness Standard*  **7.9D** Solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net.  *Supporting Standard* |  |  |  |  |  |  |  | **X**  [**G6U13**](https://www.teksresourcesystem.net/module/content/search/item/678255/viewdetail.ashx)  **6.8C**  **6.8D** |  |  |  | **X** |
| **Considerations:**  Although students may have been taught 6.8C and 6.8D, they may not have had the opportunity to solidify the foundational understandings to prepare them for 7.9A and 7.9D. Grade 7 teachers should be prepared to:   * Pre-assess students’ understanding of problems involving volume of a right rectangular prism(s) prior to introducing problems involving volume of triangular prisms, rectangular pyramids, and triangular pyramids. * Pre-assess students’ understanding of problems involving area of a two-dimensional figure(s) prior to introducing problems involving lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| **6.12B** Use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution.  *Supporting Standard*  **6.12C** Summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution.  *Readiness Standard*  **6.12D** Summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.  *Readiness Standard* | **7.12A** Compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads.  *Readiness Standard* |  |  |  |  |  |  |  |  | **X**  [**G6U10**](https://www.teksresourcesystem.net/module/content/search/item/678258/viewdetail.ashx)  **6.12B**  **6.12C**  **6.12D** |  |  |  |
| **Considerations:**  Students may not have been taught 6.12B, 6.12C, and 6.12D and may not have had the opportunity to solidify the foundational understandings to prepare them for 7.12A. Grade 7 teachers should be prepared to:   * Introduce summarizing numeric data to describe the shape, center, and spread of a single dot plot or a box plot prior to introducing the comparison of the shape, center, and spread of two groups of numeric data using comparative dot plots or box plots. * Introduce summarizing categorical data with numerical and graphical summaries to describe the shape, center, and spread of a single data representation, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use the summaries to describe the data distribution prior to introducing the comparison of the shape, center, and spread of two groups of numeric data using comparative dot plots or box plots. | | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  | **X** |  |  |
| **District notes:** | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  |  | **X** |  |
| **District notes:** | | | | | | | | | | | | | |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | |  |  |  |  |  |  |  |  |  |  |  | **X** |
| **District notes:** | | | | | | | | | | | | | |