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** |
| Algebra I → Geometry |  | Slope; Equations of lines |

**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 Geometry Units Reflected on Year at a Glance (YAG)** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Algebra I**  **Last 9 Weeks Standards  2019-2020** | **Geometry  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** |
| There are no additional COVID-19 gap considerations from the previous grade level for this unit. | | **X** |  |  |  |  |  |  |  |  |  |  |
| **District notes:** | | | | | | | | | | | | |
| **A.2C** Write linear equations in two variables given a table of values, a graph, and a verbal description.  *Readiness Standard*  **A.3B** Calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems.  *Readiness Standard* | **G.2B** Derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines. |  | **X**  [**A1U11**](https://teksresourcesystem.net/module/content/search/item/681095/viewdetail.ashx)  **A.2C**  **A.3B** |  |  |  | **X** | **X** |  |  |  |  |
| **Considerations:**  Although students may have been taught A.2C, they may not have had the opportunity to solidify the foundational understandings to prepare them for G.2B. Geometry teachers should be prepared to:   * Pre-assess students’ understanding of calculating the slope of lines prior to deriving the slope formula and using slope to verify geometric relationships. * Pre-assess students’ understanding of writing linear equations prior to using linear equations to verify geometric relationships. | | | | | | | | | | | | |
| **District notes:** | | | | | | | | | | | | |
| **A.2E** Write the equation of a line that contains a given point and is parallel to a given line.  *Supporting Standard*  **A.2F** Write the equation of a line that contains a given point and is perpendicular to a given line.  *Supporting Standard*  **A.2G** Write an equation of a line that is parallel or perpendicular to the X or Y axis and determine whether the slope of the line is zero or undefined.  *Supporting Standard* | **G.2C** Determine an equation of a line parallel or perpendicular to a given line that passes through a given point. |  | **X**  [**A1U11**](https://teksresourcesystem.net/module/content/search/item/681095/viewdetail.ashx)  **A.2E**  **A.2F**  **A.2G** |  |  |  |  |  |  |  |  | **X** |
| **Considerations:**  Although students may have been taught A.2E, A.2F, A.2G, they may not have had the opportunity to solidify the foundational understandings to prepare them for G.2C. Geometry teachers should be prepared to:   * Pre-assess students’ understanding of determining the slope of a line that is parallel or perpendicular to a given line prior to determining an equation for a line parallel or perpendicular to a given line that passes through a given point. * Pre-assess students’ understanding of determining the slope of a line that is parallel or perpendicular to the *x*- or *y*-axis prior to determining an equation for a line parallel or perpendicular to the *x*- or  *y*-axis. | | | | | | | | | | | | |
| **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:** | | | | | | | | | | | | |
| 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:** | | | | | | | | | | | | |
| 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:** | | | | | | | | | | | | |