

# Louisiana Believes

## Louisiana Guide to Implementing Eureka Math: Grade 7

To assist teachers with the implementation of the 7th Grade Eureka Math curriculum, this document provides multiple layers of guidance regarding how Eureka Math lessons correlate with Louisiana Student Standards for Mathematics (LSSM). Eureka Math is a focused, coherent math curriculum which provides ample instructional guidance for teachers. This Louisiana Guide for Implementing Eureka Math goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability.

This guidance document is considered a “living” document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to [LouisianaStandards@la.gov](mailto:LouisianaStandards@la.gov) so that we may use your input when updating this guide.

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## Sample Year-Long Schedule for Math Instruction 7<sup>th</sup> Grade

The following sample schedule integrates the Eureka curriculum, Eureka Remediation Tools, LEAP 360 Interim Assessments and flex days to allow teachers to move at a pace that best supports student learning. Flex days could be used for remediation, enrichment lessons, assessment, or other instructional activities. This sample should be used to guide instructional timing but should not dictate exactly what lesson a teacher should be on during a given day. The guidance has been broken into 9 weeks, as this is the calendar that most Louisiana schools systems follow.

- Coding: 1.1-A represents Module 1.Lesson 1-Topic A
- Lessons marked as “optional for remediation” in the Louisiana Guide to Implementing Eureka, have been marked by \*. Teachers should determine best use of these lessons based on their students.
- Lessons marked as “optional for enrichment” in the Louisiana Guide to Implementing Eureka have not been included in this calendar. Teachers may determine to use these during “flex” days.
- Even though only one day on this calendar has been marked for the LEAP Interim assessments, teachers may determine to split these over 2-3 days.

Eureka Remediation Tools are available for the following 7<sup>th</sup> grade Topics. These tools should be used in the days and weeks leading up to the Topic, either during the regular math class or during time set aside for remediation (RTI). An additional “flex” day has been allotted prior to the Topic.

Module 1, Topics A, B, C  
Module 2, Topics A, B, C  
Module 3, Topics A, B, C  
Module 4, Topics A

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b>	FLEX	FLEX	LEAP 360 Diagnostic Assessment	FLEX	*1.1-A
<b>Week 2</b>	1.2-A	1.3-A	1.4-A	1.5-A	1.6-A
<b>Week 3</b>	FLEX	1.7-B	1.8-B	1.9-B	1.10-B
<b>Week 4</b>	FLEX	1.11-C	1.12-C	1.13-C	1.14-C
<b>Week 5</b>	1.15-C	1.16-D	1.17-D	1.18-D	1.19-D
<b>Week 6</b>	1.21-D	1.22-D	FLEX	FLEX	FLEX
<b>Week 7</b>	FLEX	2.1-A	2.2-A	2.3-A	2.4-A
<b>Week 8</b>	2.5-A	2.6-A	2.7-A	2.8-A	2.9-A
<b>Week 9</b>	FLEX	2.10-B	2.11-B	2.12-B	2.14-B
<b>Week 10</b>	2.15-B	2.16-B	FLEX	2.17-C	2.21-C
<b>Week 11</b>	2.22-C	2.23-C	FLEX	FLEX	FLEX
<b>Week 12</b>	FLEX	Gr. 7 LEAP 360 Interim Form 1B	FLEX	3.1-A	3.2-A

Week 13	3.3-A	3.4-A	3.5-A	3.6-A	FLEX
Week 14	3.7-B	3.8-B	3.9-B	3.10-B	3.11-B
Week 15	3.12-B	3.13-B	3.14-B	3.15-B	FLEX
Week 16	3.16-C	3.17-C	3.18-C	3.19-C	3.20-C
Week 17	3.21-C	3.22-C	3.23-C	3.24-C	3.25-C
Week 18	3.26-C	FLEX	FLEX	FLEX	FLEX
Week 19	FLEX	*4.1-A	*4.2-A	4.3-A	4.4-A
Week 20	4.5-A	4.6-A	4.7-B	4.8-B	4.9-B
Week 21	4.10-B	4.11-B	4.12-C	4.13-C	4.14-C
Week 22	4.15-C	4.16-D	FLEX	FLEX	FLEX
Week 23	FLEX	Gr. 7 LEAP 360 Interim Form 2B	5.1-A	5.2-A	5.3-A
Week 24	5.4-A	5.5-A	5.8-B	5.9-B	5.10-B
Week 25	5.11-B	5.12-B	5.13-C	5.14-C	5.15-C
Week 26	5.16-C	5.17-C	5.18-C	5.19-C	5.20-C
Week 27	5.21-D	5.22-D	5.23-D	FLEX	FLEX
Week 28	FLEX	FLEX	6.1-A	6.2-A	6.3-A
Week 29	6.4-A	6.5-B	6.6-B	6.7-B	6.8-B
Week 30	6.9-B	6.10-B	6.11-B	6.12-B	6.16-C
Week 31	6.17-C	6.18-C	6.20-D	6.22-D	6.23-D
Week 32	6.24-D	6.25-E	6.26-E	6.27-E	FLEX
Week 33	Reserved for state testing (dates will vary)				
Week 34	To best prepare your students for success in Grade 8, use this time to continue pursuing mastery of grade-level fluencies: 7.EE.B.4a. If grade-level fluencies have been mastered, enrichment lessons 2.13-B, 6.13-B, 6.14-B, and 6.19-C may prove advantageous for preparing students for future success.				
Week 35					
Week 36					

## Alternative Sequence

Due to the nature of the standards for Grade 7, there exist many logical, coherent sequences to teach the standards. The sequence Eureka has provided is a viable sequence; however, beginning the year with a study of the 7.RP standards has proven to be quite challenging for many students and teachers. Thus, an alternative sequence has been provided.

Note, for more information/rationale around the lessons identified as “optional,” see the Notes/Rationale for Action column found in the Overview of Lessons portion in this document.

1. Module 2, Topic A (all Lessons)
2. Module 2, Topic B (Lesson 13 optional for enrichment)
3. Module 2, Topic C (Lessons 18-20 optional for enrichment)
4. Module 3, Topic A (all Lessons)
5. Module 3, Topic B (exclude Lessons 10-11 here, see #22)
6. Module 1, Topic A (Lesson 1 optional for remediation)
7. Module 1, Topic B (all Lessons)
8. Module 1, Topic C (all Lesson)
9. Module 4, Topic A (all Lessons)
10. Module 4, Topic B (all Lessons)
11. Module 4, Topic D (Lessons 17-18 optional for enrichment)
12. Module 5, Topic A (Lessons 6-7 optional for enrichment)
13. Module 5, Topic B (all Lessons)
14. Module 5, Topic C (all Lessons)
15. Module 5, Topic D (all Lessons)
16. Module 1, Topic D (Lesson 20 optional for enrichment)
17. Module 4, Topic C (all Lessons)
18. Module 3, Topic C (all Lessons)
19. Module 6, Topic D (Lesson 21 optional for enrichment)
20. Module 6, Topic E (all Lessons)
21. Module 6, Topic C (Lesson 19 optional for enrichment)
22. Module 6, Topic A (all Lessons including Module 3, Lessons 10-11)
23. Module 6, Topic B (Lessons 13-15 optional for enrichment)

## Sample Year-Long Schedule for Math Instruction – Alternative Sequence 7<sup>th</sup> Grade

The following sample schedule integrates the Eureka curriculum, Eureka Remediation Tools, LEAP 360 Interim Assessments and flex days to allow teachers to move at a pace that best supports student learning. Flex days could be used for remediation, enrichment lessons, assessment, or other instructional activities. This sample should be used to guide instructional timing but should not dictate exactly what lesson a teacher should be on during a given day. The guidance has been broken into 9 weeks, as this is the calendar that most Louisiana schools systems follow.

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- Lessons marked as “optional for enrichment” in the [Louisiana Guide to Implementing Eureka](#) have not been included in this calendar. Teachers may determine to use these during “flex” days.
- Even though only one day on this calendar has been marked for the LEAP Interim assessments, teachers may determine to split these over 2-3 days.

Eureka Remediation Tools are available for the following 7<sup>th</sup> grade Topics. These tools should be used in the days and weeks leading up to the Topic, either during the regular math class or during time set aside for remediation (RTI). An additional “flex” day has been allotted prior to the Topic.

Module 1, Topics A, B, C  
Module 2, Topics A, B, C  
Module 3, Topics A, B, C  
Module 4, Topics A

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	FLEX	FLEX	LEAP 360 Diagnostic Assessment	FLEX	2.1-A
Week 2	2.2-A	2.3-A	2.4-A	2.5-A	2.6-A
Week 3	2.7-A	2.8-A	2.9-A	FLEX	2.10-B
Week 4	2.11-B	2.12-B	2.14-B	2.15-B	2.16-B
Week 5	FLEX	2.17-C	2.21-C	2.22-C	2.23-C
Week 6	FLEX	FLEX	FLEX	3.1-A	3.2-A
Week 7	3.3-A	3.4-A	3.5-A	3.6-A	FLEX
Week 8	3.7-B	3.8-B	3.9-B	3.12-B	3.13-B
Week 9	3.14-B	3.15-B	FLEX	FLEX	FLEX
Week 10	FLEX	*1.1-A	1.2-A	1.3-A	1.4-A
Week 11	1.5-A	1.6-A	FLEX	1.7-B	1.8-B
Week 12	1.9-B	1.10-B	FLEX	1.11-C	1.12-C

<b>Week 13</b>	1.13-C	1.14-C	1.15-C	FLEX	FLEX
<b>Week 14</b>	FLEX	FLEX	FLEX	*4.1-A	*4.2-A
<b>Week 15</b>	4.3-A	4.4-A	4.5-A	4.6-A	4.7-B
<b>Week 16</b>	4.8-B	4.9-B	4.10-B	4.11-B	4.16-D
<b>Week 17</b>	FLEX	FLEX	Gr. 7 LEAP 360 Interim Form 1A	5.1-A	5.2-A
<b>Week 18</b>	5.3-A	5.4-A	5.5-A	5.8-B	5.9-B
<b>Week 19</b>	5.10-B	5.11-B	5.12-B	5.13-C	5.14-C
<b>Week 20</b>	5.15-C	5.16-C	5.17-C	5.18-C	5.19-C
<b>Week 21</b>	5.20-C	5.21-D	5.22-D	5.23-D	FLEX
<b>Week 22</b>	FLEX	FLEX	FLEX	FLEX	1.16-D
<b>Week 23</b>	1.17-D	1.18-D	1.19-D	1.21-D	1.22-D
<b>Week 24</b>	4.12-C	4.13-C	4.14-C	4.15-C	FLEX
<b>Week 25</b>	FLEX	FLEX	FLEX	3.16-C	3.17-C
<b>Week 26</b>	3.18-C	3.19-C	3.20-C	3.21-C	3.22-C
<b>Week 27</b>	3.23-C	3.24-C	3.25-C	3.26-C	FLEX
<b>Week 28</b>	Gr. 7 LEAP 360 Interim Form 2A	6.20-D	6.22-D	6.23-D	6.24-D
<b>Week 29</b>	6.25-E	6.26-E	6.27-E	6.16-C	6.17-C
<b>Week 30</b>	6.18-C	6.1-A	6.2-A	6.3-A	6.4-A
<b>Week 31</b>	3.10-B	3.11-B	6.5-B	6.6-B	6.7-B
<b>Week 32</b>	6.8-B	6.9-B	6.10-B	6.11-B	6.12-B
<b>Week 33</b>	Reserved for state testing (dates will vary)				
<b>Week 34</b>	To best prepare your students for success in Grade 8, use this time to continue pursuing mastery of grade-level fluencies: 7.EE.B.4a. If grade-level fluencies have been mastered, enrichment lessons 2.13-B, 6.13-B, 6.14-B, and 6.19-C may prove advantageous for preparing students for future success.				
<b>Week 35</b>					
<b>Week 36</b>					

## Focus in the Standards

Not all content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work of the grade (■). Supporting work (■) and, where appropriate, additional work (■) can engage students in the major work of the grade.

## Overview of Lessons

Eureka Math modules are separated into topics (divided by black lines) and lessons. This section is devoted to helping teachers identify the standards on which each lesson is focused, whether on grade level or not. The grade level standards are color-coded to denote their focus. Again, this alignment does not explicitly align to the alignment guidance provided in Eureka Math. Furthermore, not every lesson is entirely focused on grade level standards, and, as such, many lessons can be used for either remediation or enrichment. In this section you will also find notes on specific lessons that can be used for differentiation, along with details/rationale for the recommended action. An asterisk is used to denote a standard that is not addressed in its entirety in that single lesson. The part(s) of the standard that are addressed are directly quoted from the LSSM standard and are shown in purple.



## Module 1: Ratios and Proportional Relationships

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.1-A		6.RP.A.1, 6.RP.A.2, 6.RP.A.3	R	<ul style="list-style-type: none"> <li>Reserve this Lesson to be used with students who need a review of Grade 6 concepts related to ratio, rate, and unit rate prior to engaging with Grade 7 concepts.</li> </ul>
1.2-A	7.RP.A.2a, 7.RP.A.2b*, 7.RP.A.2c		O	<ul style="list-style-type: none"> <li>This Lesson includes identifying the (unit rate) in tables, diagrams, and verbal descriptions of proportional relationships which will lead to mastery of 7.RP.A.2b.</li> </ul>
1.3-A	7.RP.A.2a		O	
1.4-A	7.RP.A.2a		O	
1.5-A	7.RP.A.2a		O	
1.6-A	7.RP.A.2a		O	
1.7-B	7.RP.A.2b*		O	<ul style="list-style-type: none"> <li>This Lesson includes identifying the constant of proportionality (unit rate) in tables and verbal descriptions of proportional relationships which will lead to mastery of 7.RP.A.2b.</li> </ul>
1.8-B	7.RP.A.2b*, 7.RP.A.2c		O	<ul style="list-style-type: none"> <li>This Lesson includes identifying the constant of proportionality (unit rate) in tables, graphs, and verbal descriptions of proportional relationships which will lead to mastery of 7.RP.A.2b.</li> </ul>
1.9-B	7.RP.A.2b*, 7.RP.A.2c		O	<ul style="list-style-type: none"> <li>This Lesson includes identifying the constant of proportionality (unit rate) in tables, equations, and verbal descriptions of proportional relationships which will lead to mastery of 7.RP.A.2b.</li> </ul>
1.10-B	7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2d		O	
1.11-C	7.RP.A.1		O	
1.12-C	7.RP.A.1		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.13-C			O	<ul style="list-style-type: none"> <li>It should be noted that although this Lesson does not tightly align to any Grade 7 standard, it does require students to use their understanding and skills developed in 7.RP.A 1 and 2, in combination with their knowledge and skills of the 6.RP standards, to solve complex problems and should prove to be advantageous for students in their pursuit to master the 7.RP standards.</li> </ul>
1.14-C	7.RP.A.3		O	
1.15-C	7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2d		O	
1.16-D	7.G.A.1		O	
1.17-D	7.RP.A.2a, 7.RP.A.2b, 7.G.A.1		O	
1.18-D	7.G.A.1		O	
1.19-D	7.G.A.1		O	
1.20-D	7.G.A.1		E	<ul style="list-style-type: none"> <li>This Lesson focuses on creating a scale drawing which is not the explicit expectation of the target standard. The decision to use this Lesson should be made at the teacher level.</li> </ul>
1.21-D	7.G.A.1		O	
1.22-D	7.G.A.1		O	

## Module 2: Rational Numbers

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.1-A	7.NS.A.1a, 7.NS.A.1b*	6.NS.C.6, 6.NS.C.7	O	<ul style="list-style-type: none"> <li>This Lesson includes understanding <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative and showing that a number and its opposite have a sum of 0 (are additive inverses) which will lead to mastery of 7.NS.A.1b.</li> </ul>
2.2-A	7.NS.A.1b		O	
2.3-A	7.NS.A.1b*, 7.NS.A.1d		O	<ul style="list-style-type: none"> <li>This Lesson includes understanding <math>p + q</math> as the number located a distance <math> q </math> from <math>p</math>, in the positive or negative direction depending on whether <math>q</math> is positive or negative which will lead to mastery of 7.NS.A.1b.</li> </ul>
2.4-A	7.NS.A.1b, 7.NS.A.1d		O	
2.5-A	7.NS.A.1c*, 7.NS.A.1d		O	<ul style="list-style-type: none"> <li>This Lesson focuses on understanding subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math> which will lead to mastery of 7.NS.A.1c.</li> </ul>
2.6-A	7.NS.A.1c		O	
2.7-A	7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c, 7.NS.A.1d, 7.NS.A.3		O	
2.8-A	7.NS.A.1d		O	
2.9-A	7.NS.A.1d		O	
2.10-B	7.NS.A.2a*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on understanding that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations which will lead to mastery of 7.NS.A.2a.</li> </ul>
2.11-B	7.NS.A.2a		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
2.12-B	7.NS.A.2b*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math> which will lead to mastery of 7.NS.A.2b.</li> </ul>
2.13-B			E	<ul style="list-style-type: none"> <li>This Lesson focuses on converting between fractions and decimals which is not the explicit expectation of 7.NS.A.2; however, the concepts and skills developed may prove to be advantageous for students long term. The decision to include this Lesson should be made at the teacher level.</li> </ul>
2.14-B	7.NS.A.2d		O	
2.15-B	7.NS.A.2a, 7.NS.A.2b, 7.NS.A.2c, 7.NS.A.3		O	
2.16-B	7.NS.A.2c		O	
2.17-C	7.NS.A.3, 7.EE.B.4a		O	
2.18-C	7.NS.A.3	6.EE.A.3, 6.EE.A.4	E	<ul style="list-style-type: none"> <li>These Lessons do not tightly align to any Grade 7 standard and, as a result, may detract from the students pursuit of mastery. The decision to include these Lessons should be made at the teacher level.</li> </ul>
2.19-C	7.EE.A.2		E	
2.20-C	7.NS.A.3		E	
2.21-C	7.NS.A.3		O	<ul style="list-style-type: none"> <li>It should be noted that although this Lesson does not tightly align to any Grade 7 standard, it does establish the properties of equality (using integer number cards) that will later be used to solve linear equations and should prove to be advantageous for students long term.</li> </ul>
2.22-C	7.EE.B.4a		O	
2.23-C	7.EE.B.4a		O	

## Module 3: Expressions and Equations

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.1-A	7.EE.A.1*, 7.EE.A.2	6.EE.A.3, 6.EE.A.4	O	<ul style="list-style-type: none"> <li>These Lessons focus on <b>applying properties of operations as strategies to add and subtract linear expressions</b> which will lead to mastery of 7.EE.A.1.</li> </ul>
3.2-A	7.EE.A.1*	6.EE.A.3, 6.EE.A.4	O	
3.3-A	7.EE.A.1*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>applying properties of operations as strategies to expand linear expressions</b> which will lead to mastery of 7.EE.A.1.</li> </ul>
3.4-A	7.EE.A.1		O	
3.5-A	7.EE.A.1*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>applying properties of operations as strategies to add, subtract, and expand linear expressions</b> which will lead to mastery of 7.EE.A.1.</li> </ul>
3.6-A	7.EE.A.1*, 7.EE.A.2		O	<ul style="list-style-type: none"> <li>This Lesson includes <b>applying properties of operations as strategies to add, subtract, and expand linear expressions</b> which will lead to mastery of 7.EE.A.1.</li> </ul>
3.7-B	7.EE.B.3, 7.EE.B.4a	6.EE.B.5	O	
3.8-B	7.EE.B.3, 7.EE.B.4a		O	
3.9-B	7.EE.B.3, 7.EE.B.4a	8.EE.C.7b	O	<ul style="list-style-type: none"> <li>It should be noted that this Lesson includes <b>solving linear equations with rational number coefficients, whose solutions require expanding expressions using the distributive property and collecting like terms</b> which is the expectation of 8.EE.C.7b.</li> </ul>
3.10-B	7.EE.B.4a, 7.G.B.5		O	
3.11-B	7.EE.B.4a, 7.G.B.5		O	
3.12-B			O	<ul style="list-style-type: none"> <li>It should be noted that although this Lesson does not align to any Grade 7 standard, it does establish the properties of inequality (using rational numbers) that will later be used to solve linear inequalities and should prove to be advantageous for students long term.</li> </ul>
3.13-B	7.EE.B.4b*		O	<ul style="list-style-type: none"> <li>These Lessons focus on <b>solving word problems leading to inequalities of the form <math>px + q &gt; r</math>, <math>px + q \geq r</math>, <math>px + q &lt; r</math> or <math>px + q \leq r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers</b> which will lead to mastery of 7.EE.B.4b.</li> </ul>
3.14-B	7.EE.B.4b*		O	

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
3.15-B	7.EE.B.4b		O	
3.16-C	7.G.B.4*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>knowing the formula for the circumference of a circle and using it to solve problems</b> which will lead to mastery of 7.G.B.4.</li> </ul>
3.17-C	7.G.B.4		O	
3.18-C	7.G.B.4*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>knowing the formulas for the area and circumference of a circle and using them to solve problems</b> which will lead to mastery of 7.G.B.4.</li> </ul>
3.19-C	7.G.B.6*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>solving mathematical problems involving area of two-dimensional objects composed of triangles, quadrilaterals, and polygons</b> which will lead to mastery of 7.G.B.6.</li> </ul>
3.20-C	7.G.B.4*, 7.G.B.6*		O	<ul style="list-style-type: none"> <li>This Lesson includes <b>knowing the formula for the area of a circle and using it to solve problems</b> which will lead to mastery of 7.G.B.4.</li> <li>This Lesson focuses on <b>solving real-world and mathematical problems involving area of two-dimensional objects composed of triangles, quadrilaterals, and polygons</b> which will lead to mastery of 7.G.B.6.</li> </ul>
3.21-C	7.G.B.6*	6.G.A.4	O	<ul style="list-style-type: none"> <li>These Lessons focus on <b>solving real-world and mathematical problems involving surface area of three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms</b> which will lead to mastery of 7.G.B.6.</li> </ul>
3.22-C	7.G.B.6*	6.G.A.4	O	
3.23-C	7.G.B.6*		O	<ul style="list-style-type: none"> <li>These Lessons focus on <b>solving real-world and mathematical problems involving volume and of three-dimensional objects composed of cubes and right prisms</b> which will lead to mastery of 7.G.B.6.</li> </ul>
3.24-C	7.G.B.6*		O	
3.25-C	7.G.B.6*		O	<ul style="list-style-type: none"> <li>These Lessons focus on <b>solving real-world and mathematical problems involving volume and surface area of three-dimensional objects composed of cubes and right prisms</b> which will lead to mastery of 7.G.B.6.</li> </ul>
3.26-C	7.G.B.6*		O	

## Module 4: Percent and Proportional Relationships

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.1-A		4.NF.C.6, 6.RP.A.3c	R	<ul style="list-style-type: none"> <li>It should be noted that although this Lesson does not align to any Grade 7 standard, it does provide students the opportunity to explore percents greater than 100% and less than 1%, something the students may not have learned in Grade 6, and should prove to be advantageous as they pursue mastery of 7.RP.A.3.</li> <li>Reserve these Lessons to be used with students who need a review of Grade 6 concepts related to percents prior to engaging with Grade 7 concepts.</li> </ul>
4.2-A		6.RP.A.3c	R	<ul style="list-style-type: none"> <li>It should be noted that although this Lesson does not align to any Grade 7 standard, it does provide students the opportunity to create equations to solve percent problems, something the students may not have learned in Grade 6, and should prove to be advantageous as they pursue mastery of 7.RP.A.3.</li> <li>Reserve these Lessons to be used with students who need a review of Grade 6 concepts related to percents prior to engaging with Grade 7 concepts.</li> </ul>
4.3-A	7.RP.A.3*	6.RP.A.3c	O	<ul style="list-style-type: none"> <li>This Lesson focuses on using proportional relationships to solve multi-step ratio and percent problems which will lead to mastery of 7.RP.A.3.</li> </ul>
4.4-A	7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on using proportional relationships to solve multi-step ratio and percent problems of percent increase and decrease which will lead to mastery of 7.RP.A.3.</li> </ul>
4.5-A	7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on using proportional relationships to solve multi-step ratio and percent problems which will lead to mastery of 7.RP.A.3.</li> </ul>
4.6-A	7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on using proportional relationships to solve multi-step ratio and percent problems which will lead to mastery of 7.RP.A.3.</li> </ul>
4.7-B	7.RP.A.2c, 7.RP.A.2d, 7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on using proportional relationships to solve multi-step ratio and percent problems of markups and markdowns which will lead to mastery of 7.RP.A.3.</li> </ul>
4.8-B	7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on using proportional relationships to solve multi-step ratio and percent problems of percent error which will lead to mastery of 7.RP.A.3.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
4.9-B	7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>using proportional relationships to solve multi-step ratio and percent problems</b> which will lead to mastery of 7.RP.A.3.</li> </ul>
4.10-B	7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2d, 7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>using proportional relationships to solve multi-step ratio and percent problems of simple interest</b> which will lead to mastery of 7.RP.A.3.</li> </ul>
4.11-B	7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>using proportional relationships to solve multi-step ratio and percent problems of tax, gratuities and commissions, and fees</b> which will lead to mastery of 7.RP.A.3.</li> </ul>
4.12-C	7.G.A.1		O	<ul style="list-style-type: none"> <li>It should be noted that this Lesson includes creating a scale drawing which is not the explicit expectation of the target standard. The decision to use such problems should be made at the teacher level.</li> </ul>
4.13-C	7.G.A.1		O	
4.14-C	7.G.A.1		O	
4.15-C	7.G.A.1		O	
4.16-D	7.EE.A.2, 7.RP.A.3*		O	<ul style="list-style-type: none"> <li>This Lesson includes <b>using proportional relationships to solve multi-step ratio and percent problems of percent increase and decrease</b> which will lead to mastery of 7.RP.A.3.</li> </ul>
4.17-D			E	<ul style="list-style-type: none"> <li>Although this Lesson focuses on solving multi-step percent problems, it does not focus on solving the types of problems explicitly called for by 7.RP.A.3 and, as such, is not aligned to the explicit expectations of the target standard.</li> </ul>
4.18-D			E	<ul style="list-style-type: none"> <li>It should be noted that although this Lesson does not align to any Grade 7 standard, it does provide problems that lend themselves to the concept of probability and may prove to be advantageous for students in their pursuit to master the 7.SP.C standards.</li> <li>Although this Lesson focuses on solving multi-step percent problems, it does not focus on solving the types of problems explicitly called for by 7.RP.A.3 and, as such, is not aligned to the explicit expectations of the target standard.</li> </ul>



## Module 5: Statistics and Probability

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
5.1-A	7.SP.C.5		O	
5.2-A	7.SP.C.5, 7.SP.C.6*		O	<ul style="list-style-type: none"> <li>These Lessons include approximating the probability of a chance event by collecting data on the chance process that produces it and predicting the approximate relative frequency which will lead to mastery of 7.SP.C.6.</li> </ul>
5.3-A	7.SP.C.5, 7.SP.C.6*		O	
5.4-A	7.SP.C.5, 7.SP.C.6*, 7.SP.C.7a		O	
5.5-A	7.SP.C.5, 7.SP.C.7*		O	<ul style="list-style-type: none"> <li>This Lesson includes developing a probability model and using it to find probabilities of events which will lead to mastery of 7.SP.C.7.</li> </ul>
5.6-A	7.SP.C.8b*		E	<ul style="list-style-type: none"> <li>These Lessons include representing sample spaces for compound events using methods such as organized lists, tables and tree diagrams which will lead to mastery of 7.SP.C.8b.</li> <li>Although these Lessons focus on calculating the probability of compound events, they do not do so in a way consistent with the expectations of the target standard. Instead of focusing on understanding, these Lessons include using the product rule to determine the probability of a compound event which extend beyond the explicit expectations of 7.SP.C.8.</li> </ul>
5.7-A	7.SP.C.8b*		E	
5.8-B	7.SP.C.6		O	
5.9-B	7.SP.C.6		O	
5.10-B	7.SP.C.7, 7.SP.C.7a, 7.SP.C.7b, 7.SP.C.8a, 7.SP.C.8b*, 7.SP.C.8c		O	<ul style="list-style-type: none"> <li>This Lesson includes representing sample spaces for compound events using methods such as organized lists, tables and tree diagrams which will lead to mastery of 7.SP.C.8b.</li> </ul>
5.11-B	7.SP.C.8a, 7.SP.C.8c		O	
5.12-B	7.SP.C.7, 7.SP.C.7a, 7.SP.C.7b, 7.SP.C.8a, 7.SP.C.8b*, 7.SP.C.8c		O	<ul style="list-style-type: none"> <li>This Lesson includes representing sample spaces for compound events using methods such as organized lists, tables and tree diagrams which will lead to mastery of 7.SP.C.8b.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
5.13-C	7.SP.A.1*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on understanding that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population which will lead to mastery of 7.SP.A.1.</li> </ul>
5.14-C	7.SP.A.1		O	
5.15-C	7.SP.A.1, 7.SP.A.2		O	
5.16-C	7.SP.A.1, 7.SP.A.2	6.SP.A.1	O	
5.17-C	7.SP.A.2		O	
5.18-C	7.SP.A.2		O	
5.19-C	7.SP.A.2		O	
5.20-C	7.SP.A.2*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on using data from a random sample to draw inferences about a population with an unknown characteristic of interest which will lead to mastery of 7.SP.A.1.</li> </ul>
5.21-D	7.SP.B.3, 7.SP.B.4		O	
5.22-D	7.SP.B.3, 7.SP.B.4		O	<ul style="list-style-type: none"> <li>It should be noted that the concept of mean absolute deviation (MAD) was removed from 6.SP.B.5c. In the future teachers should not expect students to have any prior knowledge of this topic.</li> </ul>
5.23-D	7.SP.B.3, 7.SP.B.4		O	

## Module 6: Geometry

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.1-A	7.G.B.5*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on using facts about supplementary and complementary angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure which will lead to mastery of 7.G.B.5.</li> </ul>
6.2-A	7.G.B.5		O	
6.3-A	7.G.B.5		O	<ul style="list-style-type: none"> <li>It should be noted that these Lessons include equations with variables on both sides of the equals sign which extends beyond the explicit expectation of the 7.EE standards. The decision to use such problems should be made at the teacher level.</li> </ul>
6.4-A	7.G.B.5		O	
6.5-B			O	<ul style="list-style-type: none"> <li>It should be noted that although this Lesson does not align to any Grade 7 standard, it does establish the the concept of identical triangles that is the basis of the entire Topic and should prove to be advantageous for students in their pursuit to master 7.G.A.2.</li> </ul>
6.6-B	7.G.A.2		O	
6.7-B	7.G.A.2		O	
6.8-B	7.G.A.2		O	
6.9-B	7.G.A.2		O	
6.10-B	7.G.A.2		O	
6.11-B	7.G.A.2		O	
6.12-B	7.G.A.2		O	
6.13-B			E	<ul style="list-style-type: none"> <li>These Lessons focus on students using their knowledge of 7.G.A.2 to determine if two given triangles are identical which extends beyond the explicit expectation of the target standard.</li> </ul>
6.14-B			E	
6.15-B			E	<ul style="list-style-type: none"> <li>This Lesson focuses on students using their knowledge of 7.G.A.2 to solve real-world problems which extends beyond the explicit expectations of 7.G.A.2.</li> </ul>

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
6.16-C	7.G.A.3		O	
6.17-C	7.G.A.3		O	
6.18-C	7.G.A.3		O	
6.19-C			E	<ul style="list-style-type: none"> <li>This Lesson focuses on students using their knowledge of 7.G.A.3 to understand three-dimensional figures which extends beyond the explicit expectations of 7.G.A.3.</li> </ul>
6.20-D	7.G.B.6*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>solving real-world problems involving area of two-dimensional objects composed of triangles, quadrilaterals, and polygons</b> which will lead to mastery of 7.G.B.6.</li> </ul>
6.21-D		A1: A-APR.A.1	E	<ul style="list-style-type: none"> <li>This Lesson focuses on connecting the concepts of area and the distributive property to multiply numeric and algebraic expressions. This Lesson includes multiplying polynomials which is an explicit expectation of Algebra I, not Grade 7.</li> </ul>
6.22-D	7.G.B.4*		O	<ul style="list-style-type: none"> <li>This Lesson focuses on <b>knowing the formula for the area of a circle and using it to solve problems</b> which will lead to mastery of 7.G.B.4.</li> <li>It should be noted that this Lesson contains several complex problems that may not be appropriate and/or advantageous to use with all students. The decision to include such problems should be made at the teacher level.</li> </ul>
6.23-D	7.G.B.6*		O	<ul style="list-style-type: none"> <li>These Lessons focus on <b>solving mathematical problems involving surface area of three-dimensional objects</b> which will lead to mastery of 7.G.B.6.</li> </ul>
6.24-D	7.G.B.6*		O	
6.25-E	7.G.B.6*		O	<ul style="list-style-type: none"> <li>These Lessons focus on <b>solving real-world and mathematical problems involving volume of three-dimensional objects composed of cubes and right prisms</b> which will lead to mastery of 7.G.B.6.</li> </ul>
6.26-E	7.G.B.6*		O	
6.27-E	7.G.B.6*		O	

## Standards by Course

This section aims to further inform teachers on the alignment between Eureka Math and the LSSM. Standards, or parts thereof, highlighted in orange are addressed in Eureka Math but with limited exposure. It is recommended that teachers pay careful attention to these places to ensure students have mastered the standards, or parts thereof, using only Eureka Math. If not, teachers should supplement to ensure mastery for all students. Standards, or parts thereof, highlighted in red are not included in the Eureka Math curriculum thus necessitating the need to supplement to ensure mastery for all students.

Code	Standard
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i>
7.RP.A.2	Recognize and represent proportional relationships between quantities.
7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
7.RP.A.2c	Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i>
7.RP.A.2d	Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.
7.RP.A.3	Use proportional relationships to solve multi-step ratio and percent problems of simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>

Code	Standard
7.NS.A.1b	Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). <i>Interpret sums of rational numbers by describing real-world contexts.</i>
7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
7.NS.A.1d	Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. <i>Interpret products of rational numbers by describing real-world contexts.</i>
7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = (-p)/q = p/(-q)$ . <i>Interpret quotients of rational numbers by describing real-world contexts.</i>
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
7.EE.A.1	Apply properties of operations as strategies to add, subtract, <b>factor</b> , and expand linear expressions with rational coefficients <b>to include multiple grouping symbols (e.g., parentheses, brackets, and braces)</b> .
7.EE.A.2	<i>Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, <math>a + 0.05a = 1.05a</math> means that "increase by 5%" is the same as "multiply by 1.05."</i>

Code	Standard
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>
7.EE.B.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.
7.EE.B.4a	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. <b>Solve equations of these forms fluently.</b> Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>
7.EE.B.4b	Solve word problems leading to inequalities of the form $px + q > r$ , $px + q \geq r$ , $px + q < r$ or $px + q \leq r$ , 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. <i>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.</i>
7.G.A.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.
7.G.A.2	Draw (freehand, with ruler and protractor, or with technology) geometric shapes with given conditions. (Focus is on triangles from three measures of angles or sides, noticing when the conditions determine one and only one triangle, more than one triangle, or no triangle.)
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
7.G.B.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. (Pyramids limited to surface area only.)

Code	Standard
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
7.SP.A.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. <i>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.</i>
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities using quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>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.</i>
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>
7.SP.C.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>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?</i>
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.



Code	Standard
7.SP.C.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
7.SP.C.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.
7.SP.C.8c	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

## Standards by Module

Using the alignment guidance provided in Eureka Math, each module is presented visually, outlining the topics and the standards taught within each topic. The standards are color-coded to denote their focus.

Module 1: Ratios and Proportional Relationships			
Topic A	Topic B	Topic C	Topic D
Proportional Relationships	Unit Rate and the Constant of Proportionality	Ratios and Rates Involving Fractions	Ratios of Scale Drawings
7.RP.A.2a	7.RP.A.2b	7.RP.A.1	7.RP.A.2b
	7.RP.A.2c	7.RP.A.3	7.G.A.1
	7.RP.A.2d	7.EE.B.4a	
	7.EE.B.4a		

Module 2: Rational Numbers		
Topic A	Topic B	Topic C
Addition and Subtraction of Integers and Rational Numbers	Multiplication and Division of Integers and Rational Numbers	Applying Operations with Rational Numbers to Expressions and Equations
7.NS.A.1	7.NS.A.2	7.NS.A.3
		7.EE.A.2
		7.EE.B.4a

Module 3: Expressions and Equations		
Topic A	Topic B	Topic C
Use Properties of Operations to Generate Equivalent Expressions	Solve Problems Using Expressions, Equations, and Inequalities	Use Equations and Inequalities to Solve Geometry Problems
7.EE.A.1	7.EE.B.3	7.G.B.4
7.EE.A.2	7.EE.B.4	7.G.B.6
	7.G.B.5	

Module 4: Percent and Proportional Relationships			
Topic A	Topic B	Topic C	Topic D
Finding the Whole	Percent Problems Including More than One Whole	Scale Drawings	Population, Mixture, and Counting Problems Involving Percents
7.RP.A.1	7.RP.A.1	7.RP.A.2b	7.RP.A.2c
7.RP.A.2c	7.RP.A.2	7.G.A.1	7.RP.A.3
7.RP.A.3	7.RP.A.3		7.EE.B.3
	7.EE.B.3		

Module 5: Statistics and Probability			
Topic A	Topic B	Topic C	Topic D
Calculating and Interpreting Probabilities	Estimating Probabilities	Random Sampling and Estimated Population Characteristics	Comparing Populations
7.SP.C.5	7.SP.C.6	7.SP.A.1	7.SP.B.3
7.SP.C.6	7.SP.C.7	7.SP.A.2	7.SP.B.4
7.SP.C.7	7.SP.C.8c		
7.SP.C.8a			
7.SP.C.8b			

Module 6: Geometry				
Topic A	Topic B	Topic C	Topic D	Topic E
Unknown Angles	Constructing Triangles	Slicing Solids	Problems Involving Area and Surface Area	Problems Involving Volume
7.G.B.5	7.G.A.2	7.G.A.3	7.G.B.6	7.G.B.6

## Standards by Lesson

Eureka Math does not provide a lesson-level alignment to the Louisiana Student Standards for Mathematics (LSSM). Although this work was influenced by the alignment guidance provided in Eureka Math, it does not always align perfectly with the alignment guidance provided in Eureka Math.

The numbers listed denote the Module and Lesson in which a particular standard is addressed. For example, Module 1, Lesson 11 (1.11) helps move students towards mastery of 7.RP.A.1.

Major Work	
7.RP.A.1	1.11, 1.12
7.RP.A.2	See alignment for 7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c, and 7.RP.A.2d
7.RP.A.2a	1.2, 1.3, 1.4, 1.5, 1.6, 1.10, 1.15, 1.17 4.10, 4.11
7.RP.A.2b	1.2, 1.7, 1.8, 1.9, 1.10, 1.15, 1.17 4.10, 4.11
7.RP.A.2c	1.2, 1.8, 1.9, 1.10, 1.15 4.7, 4.10, 4.11
7.RP.A.2d	1.10, 1.15 4.7, 4.10
7.RP.A.3	1.14 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.16
7.NS.A.1	See alignment for 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c, and 7.NS.A.1d
7.NS.A.1a	2.1, 2.7
7.NS.A.1b	2.1, 2.2, 2.3, 2.4, 2.7
7.NS.A.1c	2.5, 2.6, 2.7

Major Work	
7.NS.A.1d	2.3, 2.4, 2.5, 2.7, 2.8, 2.9
7.NS.A.2	See alignment for 7.NS.A.2a, 7.NS.A.2b, 7.NS.A.2c, and 7.NS.A.2d
7.NS.A.2a	2.10, 2.11, 2.15
7.NS.A.2b	2.12, 2.15
7.NS.A.2c	2.15, 2.16
7.NS.A.2d	2.14
7.NS.A.3	2.7, 2.15, 2.17, 2.18 (E), 2.20 (E), 2.21
7.EE.A.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
7.EE.A.2	2.19 (E) 3.1, 3.6 4.16
7.EE.B.3	3.7, 3.8, 3.9
7.EE.B.4	See alignment for 7.EE.B.4a and 7.EE.B.4b
7.EE.B.4a	2.17, 2.22, 2.23, 3.7, 3.8, 3.9, 3.10, 3.11
7.EE.B.4b	3.13, 3.14, 3.15

Supporting Work	
7.SP.A.1	5.13, 5.14, 5.15, 5.16
7.SP.A.2	5.15, 5.16, 5.17, 5.18, 5.19, 5.20
7.SP.C.5	5.1, 5.2, 5.3, 5.4, 5.5
7.SP.C.6	5.2, 5.3, 5.4, 5.8, 5.9
7.SP.C.7	5.5, 5.10, 5.12
7.SP.C.7a	5.4, 5.10, 5.12
7.SP.C.7b	5.10, 5.12
7.SP.C.8	See alignment for 7.SP.C.8a, 7.SP.C.8b, and 7.SP.C.8c
7.SP.C.8a	5.10, 5.11, 5.12
7.SP.C.8b	5.6 (E), 5.7 (E), 5.10, 5.12
7.SP.C.8c	5.10, 5.11, 5.12

Additional Work	
7.G.A.1	1.16, 1.17, 1.18, 1.19, 1.20 (E), 1.21, 1.22 4.12, 4.13, 4.14, 4.15
7.G.A.2	6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12
7.G.A.3	6.16, 6.17, 6.18
7.G.B.4	3.16, 3.17, 3.18, 3.20 6.22
7.G.B.5	3.10, 3.11 6.1, 6.2, 6.3, 6.4

<b>Additional Work</b>	
7.G.B.6	3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26 6.20, 6.23, 6.24, 6.25, 6.26, 6.27
7.SP.B.3	5.21, 5.22, 5.23
7.SP.B.4	5.21, 5.22, 5.23