M/J Foundational Skills in Mathematics Grade 7 Course Code: 1204000T7

2026-2027 Year-at-a-Glance

Please use the link or code below to join the Collaborative Google Classroom for this course.
(Do not share code with students)

jj6z2pgu

Middle Grades 6-8 Mathematics Professionals

MIAMI-DADE COUNTY PUBLIC SCHOOLS
ACADEMIC INSTRUCTIONAL ROADMAP
YEAR-AT-A-GLANCE

M/J Foundational Skills in Mathematics 7	2026-2027	Course Code: 1204000T7

Florida's B.E.S.T. Standards Mathematics

First Nine Weeks
45 Days
August 13, 2026 – October 16, 2026

Topic 1: Use Rational Number Operations
08/13 – 09/14 (22 Traditional: 11 Block)

Lessons	*Benchmarks*
• MDIS: L74: Adding Integers • MDIS: L75: Subtracting Integers • MDIS: L76: Multiplying and Dividing Integers • 1-1: Write Rational Numbers in Equivalent Forms • 1-2: Add and Subtract Rational Numbers • 1-3: Multiply Rational Numbers • 1-4: Divide Rational Numbers • 1-5: Evaluate Expressions with Exponents • 1-6: Apply Laws of Exponents • 1-7: Solve Problems with Rational Numbers	• MA.7.NSO.1.1 • MA.7.NSO.1.2 • MA.7.NSO.2.1 • MA.7.NSO.2.2 • MA.7.NSO.2.3

Topic 2: Analyze and Use Proportional Relationships
09/15 – 10/09 (18 Traditional: 9 Block)

Lessons	*Benchmarks*
• MDIS: M9: Equivalent Fractions • MDIS: M10: Equivalent Fractions and the Number Line • MDIS: M31: Equivalent Ratios • 2-1: Understand Proportional Relationships: Equivalent Ratios • 2-2: Describe Proportional Relationships: • Constant of Proportionality • 2-3: Graph Proportional Relationships • 2-4: Use Proportional Relationships: • Relate Customary and Metric Units • 2-5: Apply Proportional Reasoning to Solve Problems	• MA.7.AR.3.2 • MA.7.AR.3.3 • MA.7.AR.4.1 • MA.7.AR.4.2 • MA.7.AR.4.3 • MA.7.AR.4.4 • MA.7.AR.4.5

Topic 3: Analyze and Solve Percent Problems
(Continued into next quarter)
10/12 – 11/09 (20 Traditional: 10 Block)

Lessons	*Benchmarks*
1st 9-Weeks Content • MDIS: M37: Understanding Percent • MDIS: M38: Relating Percents, Decimals, and Fractions • 3-1: Analyze Percents of Numbers **2nd 9-Weeks Content** • 3-1: Analyze Percents of Numbers • 3-2: Connect Percent and Proportion • 3-3: Represent and Use the Percent Equation • 3-4: Solve Percent Change and Percent Error Problems • 3-5: Solve Markup and Markdown Problems • 3-6: Solve Simple Interest Problems	• MA.7.NSO.1.2 • MA.7.AR.3.1 • MA.7.AR.3.2 • MA.7.AR.4.5

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YEAR-AT-A-GLANCE

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Florida's B.E.S.T. Standards Mathematics

Second Nine Weeks
46 Days
October 19, 2026 – January 14, 2027

Topic 3: Analyze and Solve Percent Problems (Continued from prior quarter) 10/12 – 11/09 (20 Traditional: 10 Block)		**Topic 4: Write Algebraic Expressions in Equivalent Forms** 11/10 – 12/15 (20 Traditional: 10 Block)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
1st 9-Weeks Content • MDIS: M37: Understanding Percent • MDIS: M38: Relating Percents, Decimals, and Fractions • 3-1: Analyze Percents of Numbers • 3-2: Connect Percent and Proportion **2nd 9-Weeks Content** • 3-3: Represent and Use the Percent Equation • 3-4: Solve Percent Change and Percent Error Problems • 3-5: Solve Markup and Markdown Problems • 3-6: Solve Simple Interest Problems	• MA.7.NSO.1.2 • MA.7.AR.3.1 • MA.7.AR.3.2	• MDIS: K9: Order of Operations • 4-1: Write and Evaluate Algebraic Expressions • 4-2: Generate Equivalent Expressions • 4-3: Simplify Expressions • 4-4: Expand Expressions • 4-5: Write Equivalent Expressions • 4-6: Add Expressions • 4-7: Subtract Expressions • 4-8: Analyze Equivalent Expressions	• MA.7.AR.1.1 • MA.7.AR.1.2

Topic 5: Solve Problems Using Equations and Inequalities (Continued into next quarter) 12/16 – 01/25 (16 Traditional: 8 Block)	
Lessons	***Benchmarks***
2nd 9-Weeks Content • MDIS: K27: Writing Addition and Subtraction Equations • MDIS: K28: Writing Multiplication and Division Equations • 5-1: Write Two-Step Equations • 5-2: Solve Two-Step Equations **3rd 9-Weeks Content** • 5-3: Solve Inequalities Using Addition or Subtraction • 5-4: Solve Inequalities Using Multiplication or Division	• MA.7.AR.2.1 • MA.7.AR.2.2

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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YEAR-AT-A-GLANCE

M/J Foundational Skills in Mathematics 7	2026-2027	Course Code: 1204000T7

Florida's B.E.S.T. Standards Mathematics

Third Nine Weeks
42 Days
January 19, 2027 – March 19, 2027

Topic 5: Solve Problems Using Equations and Inequalities (Continued from prior quarter) 12/16 – 01/25 (16 Traditional: 8 Block)		**Topic 6: Represent and Interpret Data** 01/26 – 02/17 (16 Traditional: 8 Block)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
2nd 9-Weeks Content • MDIS: K27: Writing Addition and Subtraction Equations • MDIS: K28: Writing Multiplication and Division Equations • 5-1: Write Two-Step Equations • 5-2: Solve Two-Step Equations **3rd 9-Weeks Content** • 5-3: Solve Inequalities Using Addition or Subtraction • 5-4: Solve Inequalities Using Multiplication or Division	• MA.7.AR.2.1 • MA.7.AR.2.2	• MDIS: N77: Finding Mean • MDIS: N78: Median, Mode, and Range • 6-1: Make and Interpret Circle Graphs • 6-2: Use Proportions to Make Predictions from Data • 6-3: Determine an Appropriate Measure of Center and Variability • 6-4: Interpret Measures of Center and Variability • 6-5: Draw Conclusions from Data • 6-6: Choose an Appropriate Graphical Representation for Data	• MA.7.DP.1.1 • MA.7.DP.1.2 • MA.7.DP.1.3 • MA.7.DP.1.4 • MA.7.DP.1.5
Topic 7: Understand Probability 02/18 – 03/03 (10 Traditional: 5 Block)		**Topic 8: Solve Problems Involving Geometry** 03/04 – 04/07 (18 Traditional: 9 Block)	
Lessons	***Benchmarks***	***Lessons***	***Benchmarks***
• 7-1: Understand Likelihood and Probability • 7-2: Understand Theoretical Probability • 7-3: Understand Experimental Probability • 7-4: Compare Theoretical and Experimental Probabilities	• MA.7.DP.2.1 • MA.7.DP.2.2 • MA.7.DP.2.3 • MA.7.DP.2.4	**3rd 9-Weeks Content** • MDIS: N41: Area of Rectangles and Squares • MDIS: N45: Area of Triangles • 8-1: Derive and Apply Area Formulas for Quadrilaterals • 8-2: Area of Composite Figures • 8-3: Solve Problems Involving Circumference of a Circle • 8-4: Solve Problems Involving Area of a Circle • 8-5: Solve Problems Involving Scale Drawings **4th 9-Weeks Content** • 8-6: Find Surface Area of Cylinders • 8-7: Find Volume of Cylinders	• MA.7.GR.1.1 • MA.7.GR.1.2 • MA.7.GR.1.3 • MA.7.GR.1.4 • MA.7.GR.1.5 • MA.7.GR.2.1 • MA.7.GR.2.2 • MA.7.GR.2.3

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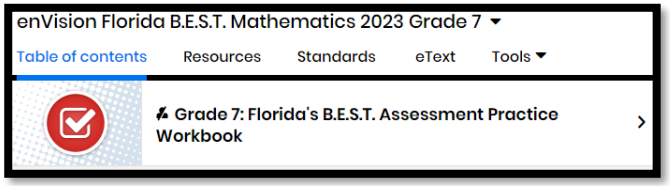
Florida's B.E.S.T. Standards Mathematics

Fourth Nine Weeks
47 Days
March 30, 2027 – June 03, 2027

Topic 8: Solve Problems Involving Geometry
03/04 – 04/05 (16 Traditional: 8 Block)

Lessons	*Benchmarks*
3rd 9-Weeks Content • MDIS: N41: Area of Rectangles and Squares • MDIS: N45: Area of Triangles • 8-1: Derive and Apply Area Formulas for Quadrilaterals • 8-2: Area of Composite Figures • 8-3: Solve Problems Involving Circumference of a Circle • 8-4: Solve Problems Involving Area of a Circle • 8-5: Solve Problems Involving Scale Drawings **4th 9-Weeks Content** • 8-6: Find Surface Area of Cylinders • 8-7: Find Volume of Cylinders	• MA.7.GR.1.1 • MA.7.GR.1.2 • MA.7.GR.1.3 • MA.7.GR.1.4 • MA.7.GR.1.5 • MA.7.GR.2.1 • MA.7.GR.2.2 • MA.7.GR.2.3

Topic 9 – F.A.S.T. Spiral Review
04/06 – 04/30 (19 Traditional: 9 or 10 Block)
F.A.S.T. PM3 Administration Window 05/01 – 05/31

Lessons	*Standards*
Grade 7: Florida's B.E.S.T. Assessment Practice Workbook (Accessible Online via Savvas Realize)  *Additional details are available in the Topic 9 Pacing Guide*	• MA.7.NSO.1 • MA.7.NSO.2 • MA.7.AR.1 • MA.7.AR.2 • MA.7.AR.3 • MA.7.AR.4 • MA.7.GR.1 • MA.7.GR.2 • MA.7.DP.1 • MA.7.DP.2

Topic 10: Strengthen Grade Level Skills Through 3-Act & Pick a Project
05/01 – 06/03 (23 Traditional: 11 or 12 Block)
F.A.S.T. PM3 Administration Window 05/01 – 05/31

Lessons & Benchmarks			
• Topic 1: Pick a Project 1C & 1D • Topic 2: Pick a Project 2C & 2D • Topic 3: Pick a Project 3C & 3D • Topic 4: Pick a Project 4C or 4D	MA.7.NSO.2.1 MA.7.NSO.2.2 MA.7.AR.1.1 MA.7.AR.1.2 MA.7.AR.3.1 MA.7.AR.4.1 MA.7.AR.4.2 MA.7.AR.4.4 MA.7.AR.4.5	• Topic 5: Pick a Project 5C or 5D • Topic 6: Pick a Project 6C or 6D • Topic 7: Pick a Project 7C or 7D • Topic 8: Pick a Project 8A or 8B	MA.7.AR.2.1 MA.7.AR.2.2 MA.7.GR.1 MA.7.GR.1.5 MA.7.GR.2 MA.7.DP.1.1 MA.7.DP.1.3 MA.7.DP.2.1 MA.7.DP.2.2 MA.7.DP.2.3

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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SUGGESTED PACE

August 2026

M	T	W	T	F
3	4	5	6	7
10	11	12	13 1st Day of School	14 SuccessMaker Momentum Diagnostic
17 MDIS L74	18	19 MDIS L75	20	21 MDIS L76
24 MDIS L76	25 1-1	26	27 1-2	28
31 1-3				

September 2026

M	T	W	T	F
	1 1-3	2 1-4 1-5	3	4 1-6
7	8 1-6	9 1-7 Topic 1 Review	10	11 DI Day
14 DI Day	15 MDIS M9	16	17 MDIS M10	18
21	22 MDIS M31	23	24 2-1	25
28 2-2	29	30 2-3		

October 2026

M	T	W	T	F
			1 2-3	2 2-4
5 2-4	6 2-5 Topic 2 Review	7	8 DI Day	9
12 MDIS M37	13	14 MDIS M38	15	16 3-1
19 3-1	20 3-2	21	22 DI Day	23
26 3-3	27	28 3-4	29	30 3-5

November 2026

M	T	W	T	F
2 3-5	3	4 3-6 Topic 3 Review	5	6 DI Day
9 DI Day	10 MDIS K9	11	12 MDIS K9	13 4-1
16 4-1	17 4-2	18	19 4-3	20
23	24	25	26	27
30 DI Day				

December 2026

M	T	W	T	F
	1 DI Day	2 4-4	3	4 4-5
7 4-5	8 4-6	9	10 4-7	11
14 4-8 DI Day	15	16 MDIS K27	17	18
21	22	23	24	25
28	29	30		

January 2027

M	T	W	T	F
				1
4 MDIS K28	5	6 5-1	7	8 5-2
11 5-2	12 DI Day	13	14 5-3	15
18	19 5-3	20 5-4 Topic 4 & 5 Review	21	22 DI Day
25 DI Day	26 MDIS N77	27	28 MDIS N78	29

February 2027

M	T	W	T	F
1 6-1	2	3 6-2	4	5 6-3
8 6-3	9 6-4	10	11 6-5 6-6	12
15	16 DI Day	17	18 7-1	19
22 7-2	23	24 7-3	25	26 7-4 Topic 6 & 7 Review

March 2027

M	T	W	T	F
1 7-4 Topic 6 & 7 Review	2 DI Day	3	4 MDIS N41 MDIS N45	5
8	9 8-1	10	11 8-2	12
15 8-3	16	17 8-4	18	19 8-5 DI Day
22	23	24	25	26
29	30 8-5 DI Day	31 8-6		

April 2027

M	T	W	T	F
			1 8-6	2 8-7 Topic 8 Review
5 8-7 Topic 8 Review	6 Topic 9 - F.A.S.T. Spiral Review	7	8	9
12 Topic 9 - F.A.S.T. Spiral Review	13	14	15	16
19 Topic 9 - F.A.S.T. Spiral Review	20	21	22	23
26 Topic 9 - F.A.S.T. Spiral Review	27	28	29	30

MIAMI-DADE COUNTY PUBLIC SCHOOLS
ACADEMIC INSTRUCTIONAL ROADMAP
YEAR-AT-A-GLANCE

M/J Foundational Skills in Mathematics 7 | **2026-2027** | **Course Code: 1204000T7**

Instructional Focus Calendar Template

August 2026				
M	**T**	**W**	**T**	**F**
3	4	5	6	7
10 – Teacher Planning Day	11 – District Wide Professional Learning Day	12 – Teacher Planning Day	13 – Beginning of Grading Period (Q1)	14
17	18	19	20	21
24	25	26	27	28
31				

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Instructional Focus Calendar Template

September 2026				
M	**T**	**W**	**T**	**F**
	1	2	3	4
7 – Legal Holiday	8	9	10	11
14	15	16	17	18
21 – Teacher Planning Day	22	23	24	25
28	29	30		

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Instructional Focus Calendar Template

October 2026				
M	**T**	**W**	**T**	**F**
			1	2
5	6	7	8	9
12	13	14	15	16 – End of Grading Period (Q1)
19 – Beginning of Grading Period (Q2)	20	21	22	23
26	27	28	29	30

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Instructional Focus Calendar Template

November 2026				
M	**T**	**W**	**T**	**F**
2	3 – District Wide Professional Learning Day	4	5	6
9	10	11 – Legal Holiday	12	13
16	17	18	19	20
23 – Recess Day	24 – Recess Day	25 – Recess Day	26 – Legal Holiday	27 – Recess Day
30				

MIAMI-DADE COUNTY PUBLIC SCHOOLS
ACADEMIC INSTRUCTIONAL ROADMAP
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Instructional Focus Calendar Template

December 2026

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18 – Teacher Planning Day
21 – Recess Day	22 – Recess Day	23 – Recess Day	24 – Recess Day	25 – Recess Day
28 – Recess Day	29 – Recess Day	30 – Recess Day	31 – Recess Day	

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Instructional Focus Calendar Template

January 2027				
M	**T**	**W**	**T**	**F**
				1 – Recess Day
4	5	6	7	8
11	12	13	14 – End of Grading Period (Q2)	15 – Teacher Planning Day
18 – Legal Holiday	19 – Beginning Grading Period (Q3)	20	21	22
25	26	27	28	29

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Instructional Focus Calendar Template

February 2027				
M	**T**	**W**	**T**	**F**
1	2	3	4	5
8	9	10	11	12
15 – Holiday	16	17	18	19
22	23	24	25	26

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Instructional Focus Calendar Template

March 2027				
M	**T**	**W**	**T**	**F**
1	2	3	4	5
8	9	10 – Teacher Planning Day	11	12
15	16	17	18	19 – End of Grading Period (Q3)
22 – Recess Day	23 – Recess Day	24 – Recess Day	25 – Recess Day	26 – Recess Day
29 – Teacher Planning Day	30 – Beginning of Grading Period (Q4)	31		

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Instructional Focus Calendar Template

April 2027				
M	**T**	**W**	**T**	**F**
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

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Instructional Focus Calendar Template

May 2027

M	T	W	T	F
3 F.A.S.T. PM3 Testing Begins May 1	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

MIAMI-DADE COUNTY PUBLIC SCHOOLS
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Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.	MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.
Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. **Clarifications:** **Teachers who encourage students to participate actively in effortful learning both individually and with others:** • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.	**Mathematicians who demonstrate understanding by representing problems in multiple ways:** • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. **Clarifications:** **Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:** • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1 Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. **Clarifications:** **Teachers who encourage students to complete tasks with mathematical fluency:** • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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Florida's B.E.S.T. Standards Mathematics

Mathematical Thinking and Reasoning

Description

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.	MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. **Clarifications:** **Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:** • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.	**Mathematicians who use patterns and structure to help understand and connect mathematical concepts:** • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. **Clarifications:** **Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:** • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.
MA.K12.MTR.6.1 **Assess the reasonableness of solutions.**	**MA.K12.MTR.7.1** **Apply mathematics to real-world contexts.**
Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. **Clarifications:** **Teachers who encourage students to assess the reasonableness of solutions:** • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, "Does this solution make sense? How do you know?" • Reinforce that students check their work as they progress within and after a task. • Strengthen students' ability to verify solutions through justifications.	**Mathematicians who apply mathematics to real-world contexts:** • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. **Clarifications:** **Teachers who encourage students to apply mathematics to real-world contexts:** • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines.