

# Mesquite ISD Curriculum Sequence

## Seventh Grade - 4th Six Weeks

### English Language Arts

Students read self-selected work (Writer's Notebook)

Building Vocabulary: Greek & Latin bases: *path, pati, pass, tom, sec, sect, photo, luc, lumin*

Writing Workshop: Expository (multiple prompts)

Mentor text

ABCD Strategy

Analyze the prompt

Brainstorm (variety of strategies)

Craft a plan (box)

Draft

Revision workshop [guided & independent] (variety of strategies)

Organization/Progression

Development of Ideas

Use of language/Convention

Editing workshop (variety of strategies)

Spelling

Mechanics

Grammar

Revision: STAAR

District Checkpoint

Six Weeks Test

### Reading

Sustained Silent Reading (SSR) (daily) (Self-selected work)

Fluency: MOY

--Texas Middle School Fluency Assessment (TMSFA)

Building Vocabulary: Greek & Latin bases: *path, pati, pass, tom, sec, sect, photo, luc, lumen*

--Frayer Model (extended vocabulary routine)

--Brief Vocabulary Routine

Universal Screener - MOY

Literary Text: *Charles, Amigo Brothers, B Possum, Waters of Gold, Beowulf, Sir Gwain, Dirk the Protector*

--elements: setting, character, point of view, theme, plot, exposition, inciting incident, rising action, climax, falling action, and resolution

--strategies: ENGAGE

--close read/analyze/respond: short answer

--skills: main idea, details, inferences (theme)

--student groups read/analyze/respond to self-selected short stories

--graphic organizers: Freytag's Plot Line, chart, Character Development

Expository Text: *Martin L. King, Rosa Parks*

--elements of expository: text structures, description, cause/effect, comparison/contrast, order/sequence

--strategies: ENGAGE

--close read/analyze/respond:

--student groups read/analyze/respond to self-selected expository text

--skills: main idea, details, inferences

--graphic organizers: STOP - THINK - WRITE

--responses: summary, short answer & argumentative discourse

District Checkpoint

Six Weeks Test



# Mesquite ISD Curriculum Sequence

## Seventh Grade - 4th Six Weeks

### Math

Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems. (7.4D)

Convert between measurement systems, including the use of proportions and the use of unit rates. (7.4E)

Generalize the critical attributes of similarity, including ratios within and between similar shapes. (7.5A)

Solve mathematical and real-world problems involving similar shape and scale drawings. (7.5C)

Represent sample spaces for simple and compound events using lists and tree diagrams. (7.6A)

Select and use different simulations to represent simple and compound events with and without technology. (7.6B)

Make predictions and determine solutions using experimental data for simple and compound events. (7.6C)

Make predictions and determine solutions using experimental data for simple and compound events. (7.6D)

Find the probabilities of a simple event and its complement and describe the relationship between the two. (7.6E)

Use data from a random sample to make inferences about a population. (7.6F)

Solve problems using qualitative and quantitative predictions and comparisons from simple experiments. (7.6H)

Determine experimental and theoretical probabilities related to simple and compound events using data and sample spaces. (7.6I)

### Social Studies

Students will describe the individuals, events, and issues of the Republic of Texas Era. [Houston as president, Texas Rangers, Lamar-education\* conflict with Native Americans\*, Texas Navy]

Students will analyze causes and events leading to Texas annexation.

Students will describe points of interest of Texas. [Austin]  
Students will describe the individuals, events, and issues of the Republic of Texas Era. [immigration\*, Homestead Act of 1839\*, plantations\*, slavery\*]

Students will identify ways Texans have adapted to and modified the environment.

Students will analyze immigration to and migration in Texas.

Students will describe racial and ethnic diversity in Texas.

Students will analyze the social and economic impact of the farming and ranching in Texas. [plantations\*]  
Students will explain Texas annexation to the United States. [1845]

Students will identify individuals, events, and issues during Texas statehood. [Manifest Destiny\*, Polk\*, Mexican Session\*]

Students will explain issues related to the U.S.- Mexican War. [Treaty of Guadalupe- Hidalgo, Compromise of 1850]

Students will describe immigrant settlement in Texas.

Students will analyze geographic distributions and patterns in Texas. [population growth]

Students will describe cultural heritage of various groups that migrated to Texas.

Students will explain reasons for Texas involvement in the Civil War. [1861, state's rights\*, sectionalism\*, tariffs\*]

Students will analyze the political, economic, and social effects of the Civil War. [homefront\*]

Students will identify individuals and events concerning the Civil War. [Hood\*]

Students will analyze the effects of physical and human factors on major events in Texas. [landforms, transportation]

Students will identify different points of view on the Civil War.  
Students will analyze the political, economic, and social effects of Reconstruction on Texas. [Radical Reconstruction\*, Reconstruction amendments\*]

Students will explain how diversity of Texas is reflected in culture. [Juneteenth]

### Science

#### **Identify & Classify Organisms (Continued)**

*Dichotomous Keys (7.11A)*: Students will examine organisms or their structures such as insects or leaves and use dichotomous keys for identification.

#### **Heredity & Reproduction**

*Heredity, Reproduction, & Inherited Traits (7.14A, 7.14B, 7.14C)*: Students will define heredity as the passage of genetic instructions from one generation to the next generation. Students will compare the results of uniform or diverse offspring from asexual or sexual reproduction. Students will recognize that inherited traits of individuals are governed in the genetic material found in the genes within chromosomes in the nucleus

#### **Natural & Artificial Selection**

*Variation in a Population (7.11B)*: Students will explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhances their survival such as migration, hibernation, or storage of food in a bulb

*Natural & Artificial Selection (7.11C)*: Students will identify some changes in genetic traits that have occurred over several generations through natural selection and selective breeding such as the Galapagos Medium Ground Finch (*Geospiza fortis*) or domestic animals and hybrid plants

*Adaptations (7.12A)*: Students will investigate and explain how internal structures of organisms have adaptations that allow for specific functions such as gills in fish, hollow bones in birds, or xylem in plants

# Mesquite ISD Curriculum Sequence

## Seventh Grade - 5th Six Weeks

### English Language Arts

Students read self-selected selection  
 Building Vocabulary : Greek & Latin bases: *the(o)*, *dei*, *divin*, *scop*, *spec*, *spic*, *spect*  
 Writing Workshop: Personal narrative extension (STAAR)  
   ABCD Strategy  
     Analyze the prompt  
     Brainstorm (variety of strategies)  
     Craft a plan (box)  
     Draft  
 Revision workshop (variety of strategies)  
   Organization/Progression  
   Development of Ideas  
   Use of language/Convention  
 Editing workshop (variety of strategies)  
   Spelling  
   Mechanics  
   Grammar  
 Writing Workshop: Expository (STAAR)  
   ABCD Strategy  
     Analyze the prompt  
     Brainstorm (variety of strategies)  
     Craft a plan (box)  
     Draft  
 Revision workshop (variety of strategies)  
   Organization/Progression  
   Development of Ideas  
   Use of language/Convention  
 Editing workshop (variety of strategies)  
   Spelling  
   Mechanics  
   Grammar  
 Edit: STAAR  
 Literary Text: *The Giver* (district novel)  
   --PreRead  
 Six Weeks Test

### Reading

Sustained Silent Reading (SSR) (daily) (Self-selected work)  
 Fluency: progress monitor  
 Building Vocabulary: Greek & Latin bases: *the(o)*, *dei*, *divin*, *scop*, *spec*, *spect*  
   --Frayer Model (extended vocabulary routine)  
   --Brief Vocabulary Routine  
 Literary Text:  
   --elements: setting, character, point of view, theme, plot, exposition, inciting incident, rising action, climax, falling action, and resolution  
   --strategies:  
     --preview  
     --set purpose for reading  
     --close read/analyze/respond:  
     --skills: main idea, details, inferences (theme)  
     --levels of questions  
   --responses: short answer & argumentative discourse  
 Expository Text:  
   --elements of expository: text structures, description, cause/effect, comparison/contrast, order/sequence  
   --strategies:  
     --close read/analyze/respond:  
     --student groups read/analyze/respond to self-selected expository text  
   --skills: main idea, details, inferences  
   --graphic organizers: job descriptions, Notes Log, WIN  
   --responses: summary, short answer , argumentative discourse  
 Six Weeks Test



# Mesquite ISD Curriculum Sequence

## Seventh Grade - 5th Six Weeks

### Math

Apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational numbers. (7.3B)

Solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems. (7.4D)

Use data from a random sample to make inferences about a population. (7.6F)

Solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents. (7.6G)

Compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads. (7.12A)

Use data from a random sample to make inferences about a population. (7.12B)

Compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations. (7.12C)

Calculate the sales tax for a given purchase and calculate income tax for earned wages Use data from a random sample to make inferences about a population. (7.13A)

Identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget. (7.13B)

Create and organize a financial assets and liabilities record and construct a net worth statement. (7.13C)

Use a family budget estimator to determine the minimum household budget and average hourly wage needed for a family to meet its basic needs in the student's city or another large city nearby. (7.13D)

Calculate and compare simple interest and compound interest earnings. (7.13E)

Analyze and compare monetary incentives, including sales, rebates, and coupons. (7.13F)

### Social Studies

Students will identify individuals, events, and issues of expansion of the frontier and its effects. [Quanah Parker\*]

Student will analyze the effects of physical and human factors on major events in Texas.

Students will identify ways Texans adapted to and modified the environment.

Students will compare uses of technology.

Students will identify individuals, events, and issues of the Cotton and Cattle Era in Texas.

Students will explain the political, economic, and social impact of agriculture of West Texas.

Students will describe the impact of technological innovations. [refrigeration, barbed wire]

Students will identify the effects of the growth of the railroad industry.

Students will describe the impact of the Progressive\* and other reform movements.[women's suffrage\*, Prohibition\*]

Students will trace the development of the oil and gas industry\*.

Students will analyze the impact of economic concepts of free enterprise.

Students will describe the effects of diversity in Texas.

Students will analyze the effects of scientific discoveries.

Students will describe how individuals, events, and issues shaped the history of Texas during the early 21st century. [WWI\*]

Students will analyze the impact of industries on local, national, and international markets.

Students will identify the leadership qualities of individuals.

Students will analyze the effects of scientific discoveries and innovations.

Students will identify major eras.

Students will define and trace the impact of boom-and-bust cycles in Texas.

Students will analyze the political, economic, and social impact of events.

Students will identify the contributions of Texas leaders.

### Science

#### Food Webs

*Flow of Energy (7.5B, 7.7A):* Students will diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids. Students will illustrate the transformation of energy within an organism such as the transfer from chemical energy and thermal energy.

#### Ecosystems

*Biodiversity (7.10A, 7.10B):* Students will observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms. Students will describe how biodiversity contributes to the sustainability of an ecosystem.

*Ecological Succession (7.10C):* Students will observe, record, and describe the role of ecological succession such as in a microhabitat of a garden with weeds

*Catastrophic Events (7.8A):* Students will predict and describe catastrophic events such as floods, hurricanes, or tornadoes impact ecosystems.

*Effects of Human Activity on Watersheds (7.8C):* Students will model the effects of human activity on groundwater and surface water in a watershed

# Mesquite ISD Curriculum Sequence

## Seventh Grade - 6th Six Weeks

### English Language Arts

Building Vocabulary: Latin suffixes: -ose, -ous, -eous, -ious, -(l)et, -(i)cle, -(ic)ule, -el, -il, -le, -ant, -ent, -ence, -ency, -ance, -ancy

Literary Text: *The Giver* (district novel)

--Pre Read

- close read/ analyze/ respond: Lowry's Newberry speech (expository)
- elements/characteristics of a novel
- genre: science fiction
- preview text

--Read

- Close read/ analyze/ respond to chapters 1 - 23

Writing Workshop: Expository - Letter

- generate ideas/plan
- draft:
  - develop an introduction and thesis
  - embedding text evidence (quotations)
- organization and progression
  - development of ideas
  - use of language and conventions
- revise:
  - content, organization and progression, use of language and conventions
  - peer feedback
  - teacher conferencing
  - edit

District Checkpoint

Six Weeks Test

### Reading

Relevant Review: STAAR Reading

STAAR Assessment: Reading

Sustained Silent Reading (SSR) (daily)

Fluency: EOY

- Texas Middle School Fluency Assessment (TMSFA) (EOY)

Building Vocabulary: Latin suffixes: -ose, -ous, -eous, -ious, -(l)et, -(i)cle, (ic)ule, -el, -il, -le, -ant, -ent, -ence, -ency, -ance, -ancy

- Fray Model (extended vocabulary routine)

- Brief Vocabulary Routine

Universal Screener - EOY

Research: short-term [generate research questions, gather/synthesize information, present]

Literary Text: Literature Circle [self-selected novel]

--elements: setting, character, point of view, theme, plot, exposition, inciting incident, rising action, climax, falling action, and resolution

--strategies:

- close read/analyze/respond:

- student groups read/analyze/respond to self-selected work

- skills: main idea, details, inferences (theme)

- graphic organizers: Freytag's Plotline, chart, Plot/Character

Development

- responses: short answer and argumentative discourse

District Checkpoint

Six Weeks Test

# Mesquite ISD Curriculum Sequence

## Seventh Grade - 6th Six Weeks

### Math

Mathematical Process Standards  
7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G

STAAR Review

Step up to 8th grade:  
Squares and Square Roots  
Pythagorean Theorem

### Social Studies

Students will analyze the political, economic, and social impacts of major events.

Students will analyze and evaluate the impact of scientific discoveries and innovations.

Students will describe and compare the civil rights and equal rights movements of various groups.

Students will describe and compare the civil rights and equal rights movements of various groups.

Students will identify ways Texans have adapted and modified the environment.

Students will analyze the effects of changing population distribution and growth.

Students will identify the contributions of Texas leaders. [Hector P. Garcia\*]

Students will analyze the effects of various scientific discoveries and innovations. [aerospace industry]

Students will analyze the political, economic, and social impact of major events in the latter half of the 20th century.

Students will analyze the impact of major industries in Texas.

Students will identify the contributions of Texas leaders.

Students will analyze scientific discoveries and innovations on the development of Texas.

Students will analyze how immigration and migration have influenced Texas.

Students will explain how diversity of Texas is reflected in cultural activities, celebrations, and performances.

Students will identify contributions of Texas artists.

Students will identify the basic principles of the Texas Constitution.

Students will describe the structure and functions of government at the municipal and state levels.

Students will identify the rights of citizens and explain civic responsibilities.

Students will describe the importance of different points of view in a democratic society.

### Science

#### Ecosystems

*Weathering, Erosion, & Deposition in Texas Ecoregions/ Topographic Maps & Satellite Views (7.8B, 8.9C):* Students will analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas. Students will interpret topographic maps and satellite views to identify land and erosional features and predict how these features may be reshaped by weathering.

#### Earth & Space

*Life in our Solar System (7.9A, 6.11B):* Students will analyze the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere. Students will understand that gravity is the force that governs the motion of our solar system.

*Space Flight (7.9B, 6.11B):* Students will identify the accommodations, considering the characteristics of our solar system, that enabled manned space exploration. Students will understand that gravity is the force that governs the motion of our solar system.

#### End of Year

*Speed, Velocity, & Acceleration: Graphing (6.8C, 6.8D, 8.6B):* Students will calculate average speed using distance and time measurements. Students will measure and graph changes in motion. Students will differentiate between speed, velocity, and acceleration.

*Choosing the Best:* It is an evidence-based, abstinence-centered sex education curriculum.