



Mesquite ISD Curriculum Sequence

Seventh Grade - 1st Six Weeks

English Language Arts

Establish campus/classroom instructional routines and procedures

Writer's Notebook

Building Vocabulary: Review "Divide & Conquer," Latin & Greek Roots: *con-*, *e-*, *ex-*, *ef-*, *per-*, *sub-*, *hypo-*, *se-*, *para-*, *tra-*, *trans-*, *meta-*

Edit/Proofread: "Out of this World Wedding"

Mentor Text: narrative structure- nonfiction-*Crickets*

--close read/analyze, ENGAGE

--inquiry: elements of personal narrative controlling idea, organization pattern, style, devices)

Writing Workshop: Personal Narrative (extension): ABCD strategy

--analyze the prompt/question

--brainstorm ideas

--craft a plan [organization structure]

--draft:

- engage the reader

- development of ideas

- progression of ideas/organization

-use of language

--revise (focused)

--content (topic and supporting details)

--organization and progression

--development of ideas

--use of language & conventions (sentence structure: mentor sentences

(combining using comma/fanboys and semicolon; dialogue; active voice; participles)

--peer feedback

--teacher conferencing

--edit strategies

--ratiocination (sentence beginnings, boundaries, subject/verb agreement, verb tense)

--clocking

Checkpoint

Six Weeks Test

Reading

Establish campus/classroom instructional routines, procedures, and expectations (MyFutureMyRoad)

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

ISIP Assessment

Building Vocabulary:

Review "Divide & Conquer"

Latin & Greek roots: *con-*, *e-*, *ex-*, *ef-*, *per-*, *sub-*, *hypo-*, *se-*, *para-*, *tra-*, *trans-*, *meta-*

Fray Model (extended vocabulary routine)

Brief Vocabulary Routine

Mentor Text: *Seventh Grade* (literary elements) [fiction]

Strategies:

Reader's Notebook

ENGAGE

Chunk & Chart

Short Answer Responses

Universal Screener - BOY

Literary Text: short story-

No Guitar Blues

Three Skeleton Keys

Self-select short story

Student groups read/analyze/respond to a self-selected short story

Response: short answer question (apply rubric)

Write: Literary – Made Up Story

Plan

Draft

Revise

Mentor Text: poetry - *The Runaway* (poetry elements)

Literary Text: Poetry

Casey at the Bat

The Highwayman

Self-select poem: Student groups read/analyze/respond to a self-selected poem

Response: short answer question (apply rubric)

Checkpoint

Six Weeks Test



Mesquite ISD Curriculum Sequence

Seventh Grade - 1st Six Weeks

Math

Mathematical Process Standards

7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G

7.2A Extend previous knowledge of sets and subsets using a visual representation to describe relationships between sets of rational numbers.

7.3A Add, subtract, multiply, and divide rational numbers fluently.

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

7.4A Represent constant rates of change in mathematical and real-world problems given pictorial, tabular, verbal, numeric, graphical, and algebraic representations, including $d=rt$.

7.4B Calculate unit rates from rates in mathematical and real-world problems.

7.4C Determine the constant of proportionality within mathematical and real-world problems.

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

7.7A Apply mathematical process standards to represent linear relationships using multiple representations.

Social Studies

Students will identify critical thinking skills used in social studies skills.

Students will locate, describe, and compare regions of Texas.

Students will describe the population of Texas.

Students will explain physical and human factors.

(climate, landforms)

Students will explain ways geographic factors affect development.

Students will locate and describe the regions of Texas.

[Plains and Coastal Plains*]

Students will compare the regions of Texas in terms of physical and human characteristics.

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

Students will analyze the impact of major industries in Texas.

Students will compare the cultures of American Indian in Texas. [Plains Indians- Jumano and Apache and Gulf Coast Indians- Karawanka and Caddo*]

Students will compare the types and uses of technology in the past.

Students will identify reasons for European exploration in Texas.

Students will identify important individuals, events, and issues related to European Exploration. [de Vaca*]

Science

Physics

Force & Work (7.7A): Students will contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still

Potential & Kinetic Energy (6.8A): Students will compare and contrast potential and kinetic energy

Energy Transformations (6.9C): Students will demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy

Chemistry

Elements, Compounds, & Formulas (6.5C): Students will differentiate between elements and compounds on the most basic level

Physical & Chemical Changes (6.5D, 7.6B): identify the formation of a new substance by using the evidence of a possible chemical change such as production of a gas, change in temperature, production of a precipitate, or color change. Students will distinguish between physical and chemical changes in matter in the digestive system

Organic Compounds/ Biomolecules (7.6A, 7.6C): Students will identify that organic compounds contain carbon and other elements such as hydrogen, oxygen, phosphorus, nitrogen, or sulfur. Students will recognize how large molecules are broken down into smaller molecules such as carbohydrates can be broken down into sugars.



Mesquite ISD Curriculum Sequence

Seventh Grade - 2nd Six Weeks

English Language Arts

Reading

Building Vocabulary: Latin & Greek bases: *bon, bene, mal, matr, matern, patr, patern, labor, lud, lus, bell, pac, plac, audi, audit, loqu, locut*
 Edit/Proofread: "Paper Money"

Literary Text: Short Story (Narrative Structure)

- ENGAGE
- recognize short story characteristics (theme, conflict)
- close read/analyze/respond: "*Rikki-tikki-tavi*"

Literary Text: Short Story

- student groups read/analyze/respond to self-selected short story in Literature

Circle format

Writing Workshop: Expository-Literary Response

- self-selected short story
- generate ideas/plan
- draft:
 - writing an introduction with a controlling idea
- leads/hooks
 - development of ideas and supporting evidence (embed quotes)
 - organization and progression
 - writing a conclusion
- revise (focused)
- content, organization and progression, use of language and conventions
- controlling idea (thesis) statement
- topic sentence
- quotations
- edit
- sentence patterns
- sentence beginnings
- peer feedback
 - teacher conferencing

Six Weeks Test

Sustained Silent Reading (SSR) (daily) (Self-selected work)
 Fluency: progress monitor

Building Vocabulary: Latin & Greek bases: *bon, bene, mal, matr, matern, part, patern, labor, lud, lus, bell, pac, plac, audi, audit, loqu, locut*
 Frayer Model (extended vocabulary routine)
 Brief Vocabulary Routine

Mentor Expository Text: *Gators Roam, Code Talkers*

elements of expository:

text structure (description, cause/effect, comparison/contrast, order/sequence),

information based on fact, chain of logic, signal words

text features: chapter titles, sub-headings, use of italics, use of bold print,

graphs, charts, illustrations, time lines, glossary

Strategies:

ENGAGE

Expository Texts: *A Wall to Remember, What Do You Know about Sharks?, Great White*

Literary Text: Zebra

Expository Text: Why Did Texas Almost Fail as a Spanish Colony? (4 primary documents)

Optional: Student groups read/analyze/respond to self-selected expository texts from *Celebrating Texas* (history textbook)

skills: main idea, details, inferences, predict

graphic organizers: technology, Notes Log

responses: summary, short answer

Six Weeks Test



Mesquite ISD Curriculum Sequence

Seventh Grade - 2nd Six Weeks

Math

Mathematical Process Standards

7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G

7.5B Describe pi as the ratio of the circumference of a circle to its diameter.

7.7A Apply mathematical process standards to represent linear relationships using multiple representations.

7.8C Use models to determine the approximate formulas for the circumference and area of a circle and connect the models to the actual formulas.

7.9B Determine the circumference and area of circles.

7.10A Write one-variable, two-step equations and inequalities to represent constraints or conditions within problems.

7.10B Represent solutions for one-variable, two-step equations and inequalities on number lines.

7.10C Write a corresponding real-world problem given a one-variable, two-step equation or inequality.

7.11A Model and solve one-variable, two-step equations and inequalities.

7.11B Determine if the given value(s) make(s) one-variable, two-step equations and inequalities true.

7.11C Write and solve equations using geometry concepts, including the sum of the angles in a triangle, and angle relationships.

Social Studies

Students will describe the Spanish Colonial Era.

Students will identify important individuals, events, and issues related to European exploration of Texas.

Students will identify examples of Spanish influence in Texas. [mission system*]

Students will identify issues related to European colonization.

Students will identify individuals, issues, and events related to Mexico becoming an independent nation*.

[Francisco Hidalgo*]

Students will describe the end of Spanish rule and the beginning of Mexican rule in Texas.

Students will identify and describe reasons for Anglo settlement in Texas. [land grant*]

Students will identify individuals and events surrounding colonization in Texas. [Stephen Austin*]

Students will describe the conflicts that arose as a result of Anglo settlement. [Mexican Constitution of 1824, State Colonization Law 1825]

Students will examine the effects of immigration in Texas during the Mexican National Era.

Students will trace the events that led to the Texas Revolution. [Law of April 6, Fredonian Rebellion, arrest of Stephen F. Austin]

Students will identify and explain the contribution of individuals during the time period. [Santa Anna*]

Student will analyze the events that led to the Texas Revolution.

Science

Organic Compounds/ Biomolecules (7.6A, 7.6C): See SEs above.

Cells

Cell Theory (7.12F): Students will recognize that according to cell theory all organisms are composed of cells and cells carry on similar functions such as extracting energy from food to sustain life

Prokaryotes & Eukaryotes (6.12D, 7.12D): Students will identify the basic characteristics of organisms, including prokaryotic or eukaryotic, unicellular or multicellular, autotrophic or heterotrophic, and mode of reproduction, that further classify them in the currently recognized Kingdoms. Students will differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole.

Cell Organelles & Processes (7.12D): (See SE above)

Energy Conversions in Cells (7.12D): (See SE above)

Animals

Levels of Organization (7.12C): recognize levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms



Mesquite ISD Curriculum Sequence

Seventh Grade - 3rd Six Weeks

English Language Arts

Students read a self-selected work:

Building Vocabulary: Latin & Greek bases: *tang, ting, tig, tact, fund, found, fus, cid, cis, tend, tens, tenu, clud, clus, clos*

Edit/Proofread: "Up, Up and Away"

Writing Workshop: Research (Hero)

--formulate research ideas/plan: develop a research proposal (major research question, subsidiary research questions, primary & secondary sources)

--gather information: use comprehension skills to locate information & systematically take notes (primary and secondary sources)

--draft:

--working outline—generate a meaningful organization of support for central ideas

--synthesize, organize, and present ideas and information

--write an introduction and thesis (incorporates a range of perspectives)

--development of ideas and supporting text evidence (embed quotes)

--organization and progression

--use of language and conventions

--write a conclusion

--revise

--content, organization and progression, use of language and conventions

--thesis statement

--peer feedback

--teacher conferencing

--self- evaluation (rubric)

--MLA format (works cited)

--edit

Checkpoint

Six Weeks Test

Reading

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

Fluency: progress monitor

Building Vocabulary: Latin & Greek bases: *tang, ting, tig, tact, fund, found, fus, cid, cis, tend, tens, tenu, clud, clus, clos*

Frayer Model (extended vocabulary routine)

Brief Vocabulary Routine

Expository Text: Persuasive: *A Little Common Courtesy*

elements of persuasion: position, evidence, counter-argument, concession
strategies:

close read/analyze/respond:

skills: main idea, details, inferences (tone, point of view)

graphic organizers: chart, Notes Log

responses: summary, short answer

Expository Text: *Should Bicyclists Be Required to Register*

Literary Text: Drama- *A Christmas Carol*

elements of drama

structure of drama

Checkpoint

Six Weeks Test



Mesquite ISD Curriculum Sequence

Seventh Grade - 3rd Six Weeks

Math

Mathematical Process Standards

7.1A, 7.1B, 7.1C, 7.1D, 7.1E, 7.1F, 7.1G

7.5B Describe pi as the ratio of the circumference of a circle to its diameter.

7.8A Model the relationship between the volume of a rectangular prism and a rectangular pyramid having both congruent bases and heights and connect that relationship to the formulas.

7.8B Explain verbally and symbolically the relationship between the volume of a triangular prism and a triangular pyramid having both congruent bases and heights and connect that relationship to the formulas.

7.9A Solve problems involving the volume of rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.

7.9C Determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles.

7.9D Solve problems involving the lateral and total surface area of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid by determining the area of the shape's net.

Social Studies

Students will explain the roles of individuals of the Texas Revolution.

Students will analyze the events of the Texas Revolution. [Battle of Gonzales, Constitutional Convention of 1836]

Students will examine the Texas Declaration of Independence and Texas Constitution.

Students will explain the roles of individuals of the Texas Revolution. [Travis' letter*, Bowie, Santa Anna*, Fannin]

Students will analyze the events of the Texas Revolution. [Goliad, Alamo*]

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

Students will explain the roles of individuals of the Texas Revolution. [Sam Houston*, Santa Anna*]

Students will analyze the events of the Texas Revolution. [Battle of San Jacinto*, Treaty of Velasco]

Students will identify the important of natural and historic landmarks. [San Jacinto battleground]

Students will analyze the effects of human and physical factors on major events in Texas. [Runaway Scrape]

Science

Body Systems/ Dissection (7.12B, 7.12E, 7.6B, 7.13A, 7.13B): Students will identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems. Students will compare the functions of a cell to the functions of organisms such as waste removal. Students will investigate how organisms respond to external stimuli found in the environment such as phototropism and fight or flight. describe and relate responses in organisms that may result from internal stimuli such as wilting in plants and fever or vomiting in animals that allow them to maintain balance. (See 7.6B SE above.)

Plants

Plant Structures (7.11B, 7.12A): Students will explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb. Students will investigate and explain how internal structures of organisms have adaptations that allow specific functions such as gills in fish, hollow bones in birds, or xylem in plants.

Response to Stimuli/ Forces: Turgor Pressure/ Tropisms (7.7C, 6.11B): Students will demonstrate and illustrate forces that affect motion in everyday life such as emergence of seedlings, turgor pressure, and geotropism. Students will understand that gravity is the force that governs the motion of our solar system.