

TX MS Pre–Algebra 7

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

In the Grade 7 Math program, students take a broader look at computational and problem-solving skills while learning the language of algebra. Students translate word phrases and sentences into mathematical expressions; analyze geometric figures; solve problems involving percentages, ratios, and proportions; graph different kinds of equations and inequalities; calculate statistical measures and probabilities; apply the Pythagorean Theorem; calculate, analyze, and solve problems involving personal and financial literacy; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts, as well as interactive dproblems with contextual feedback. A textbook supplements the online material. Students who take Pre-Algebra are expected to have mastered the skills and concepts presented in the K¹² Fundamentals of Geometry and Algebra course (or equivalent).

Unit and Lesson Detail:

Unit 1: The Basics

Let's start at the very beginning; it's a very good place to start. Just as you need to know basic grammar and vocabulary as you begin to learn any language, you need to know some basic building blocks as you begin to learn algebra.

- Order of Operations
- Variable Expressions
- Writing Expressions for Word Phrases
- Mental Math
- Comparing Expressions
- Replacement Sets
- Related Equations
- Solving Problems

Unit 2: Addition and Subtraction

If you have two oranges and a friend gives you three oranges, how many do you have? If you then give four oranges to your friend, how many are you left with? This sort of addition and subtraction problem with passing fruit back and forth is the type of simple math you have done since you were very young. When you expand your addition and subtraction skills to negative numbers and decimals, you can solve many more complicated problems.

- Integers on a Number Line
- Adding Integers
- Subtracting Integers
- Decimals on a Number Line
- Adding Decimals

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- Subtracting Decimals
- Addition and Subtraction Properties
- Equations Involving Addition and Subtraction
- Addition and Subtraction Applications

Unit 3: Multiplication and Division

Isaac Newton's third law of motion is often paraphrased as “for every action, there is an equal and opposite reaction.” Just as forces come in pairs, so can mathematical operations. Multiplication and division are inverse operations. They undo each other and can both be used to solve many types of problems.

- Multiplying Integers and Decimals
- Dividing Integers and Decimals
- Multiplication and Division Properties
- Rounding and Estimation
- Equations Involving Multiplication and Division
- Multiplication and Division Applications

Unit 4: Fractions

Every fraction can be written as a decimal and every decimal can be written as a fraction. As a result, you could do just about all math with only fractions or only decimals, but decimals are used for certain applications just as fractions are used for others. For example, carpenters use fractions and mixed numbers quite a bit; anybody building a house or a deck deals with lots of fractions.

- Equivalent Fractions
- Multiplying Fractions
- Dividing Fractions
- Common Denominators
- Adding and Subtracting Fractions
- Working with Improper Fractions and Mixed Numbers
- Multiplying and Dividing Mixed Numbers
- Equations with Fractions and Mixed Numbers

Unit 5: Combined Operations

Many yachts can be powered by the wind, by a gas engine, or both. A hybrid automobile can run on gasoline or electric power. These combinations are very powerful. Combining addition or subtraction with multiplication or division is powerful as well. You can use equations and expressions with mixed operations to solve many complex problems.

- The Distributive Property
- Like Terms
- Expressions with Mixed Operations
- Equations with Mixed Operations
- Error Analysis
- Inequalities
- Mixed Operations Applications

Unit 6: Number Properties

Astronomers study things that are very, very far away. For example, the Horsehead Nebula is about 14,000 trillion kilometers away. On the other extreme, molecular geneticists study things that are very, very small. A double helix of DNA has a diameter of about one nanometer (a billionth of a meter.) With exponents, you can describe very great or very small distances.

- Positive Exponents
- Factors and Primes
- GCF and Relative Primes
- Negative Exponents
- Powers of Ten
- Scientific Notation

Unit 7: Geometry Basics

Shapes such as polygons and circles provide us with shelter, art, and transportation. Some artists use geometric shapes in their art, but most painters and photographers use rectangular frames to surround their art. Look at any art museum, and you will see triangles, rectangles, and other polygons in the structure of the building and in the artwork inside.

- Points, Lines and Planes
- Rays and Angles
- Parallel Lines and Transversals
- Triangles
- Polygons
- Circles
- Transformations
- Congruence

Unit 8: Semester Review and Test

- Semester Review
- Semester Test

Unit 9: Ratio, Proportion and Percent

Model builders use ratios and percents to describe how their models compare to real objects. They can use proportions to figure out the length of every item in the model.

- Ratio
- Proportion
- Percents, Fractions and Decimals
- Similarity and Scale
- Working with Percent

- Percent of Increase or Decrease
- Simple Interest

Unit 10: Statistics

Data are everywhere. When you look at a group of people, you could use many numbers to describe them. How tall are they? How long is their hair? How old are they? What is their gender? What color are their eyes? Statistics helps you make sense of data.

- Graphs
- Measures of Center
- Stem-and-Leaf Plots
- Frequency Tables and Histograms
- Box-and-Whisker Plots

Unit 11: Perimeter and Area

You can find geometric shapes in art. Whether determining the amount of leading or the amount of glass for a piece of stained glass art, stained-glass artists need to understand perimeter and area to solve many practical problems.

- Types of Polygons
- Perimeter
- Areas of Rectangles and Triangles
- Special Quadrilaterals
- Areas of Special Quadrilaterals
- Connecting Models
- Circumference
- Areas of Circles

Unit 12: Personal Financial Literacy

How do you calculate tax? How do you budget, what is involved? In this unit you will calculate tax for a purchase, calculate income tax for earned wages, identify and calculate personal budget components, organize assets, liabilities, and net worth. You will also use a family budget estimator, calculate and compare simple and compound interest, and compare and analyze monetary incentives including sales, rebates, and coupons.

- Calculating Tax
- Personal Budget
- Net Worth

- Family Budget Estimator
- Interest Earnings
- Monetary Incentives

Unit 13: Solid Figures

Gas-powered engines are driven by little explosions that move pistons up and down in cylinders. When you add up the volume of all the cylinders, you get the displacement of the engine. For instance, each cylinder in a four-cylinder, 1000 cc engine has a volume of 250 cubic centimeters. Engineers and mechanics must accurately compute volume when they build or maintain engines.

- Volume and Capacity
- Volumes of Prisms and Cylinders
- Volumes of Pyramids and Cones
- Surface Area
- Pyramids
- Surface Areas of Prisms and Cylinders

Unit 14: Counting and Probability

How many apples have mass between 100 and 200 grams? How many are bruised? How many are not yet ripe? Checking every single apple would probably be pretty impractical, but if you understand probability and sampling, you could make a good estimate.

- Counting Principles
- Permutations
- Combinations
- Probability
- Mutually Exclusive Events
- Samples and Prediction

Unit 15: Analytic Geometry

A pilot uses numbers to locate the airport she is flying to. An air traffic controller uses numbers on a radar screen to locate each airplane approaching the airport. Without a system of locating points, airplanes would have a hard time getting anywhere safely.

- Points on the Plane
- Two-Variable Equations
- Linear Equations and Intercepts
- Slope
- Problem Solving
- Relations and Functions
- Systems of Linear Equations

Unit 16: Semester Review and Test

- Semester Review
- Semester Test

Online Importance:

Most lesson content is delivered online. Specialized online instructional components support the math content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up images, interactive pictures, vocabulary cards, and interesting math facts.

Monitoring Student Progress:

Each math lesson concludes with an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, demonstrations, interpretation of results, as well as observational questions answered by an adult. Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:
Pre-Algebra: Reference Guide and Problem Sets

Standardized Assessment Instruments:

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K12 end of lesson assessments, Study Island Benchmarks, Scantron Performance Series Adaptive tests, and STAAR.

State of Texas Assessments of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceed the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered, Testing, Work Samples, Study Island Blue Ribbon Completion, and Class Connect attendance. A student will be promoted to the next grade level by meeting the 70% passing expectation. 5th and 8th graders are subject to Student Success initiative requirements, or SSI.

7th Grade Language Arts and Reading

Course Title: English Language Arts and Reading : Intermediate English B 7 / 03200540

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

Throughout this course, students will engage in literary analysis of short stories, poetry, drama, novels, and nonfiction. The course focuses on the interpretation of literary works and the development of oral and written communication skills in standard (formal) English. The program is organized in four strands: Literature, Composition; Grammar, Usage and Mechanics (GUM); and Vocabulary.

ELA Grade 7 sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. Through a varied selection of stories, plays, and poems, many of which highlight exemplary virtues, students develop skills of close reading and literary analysis while considering important human issues and challenging ideas. They come to appreciate the writer's craft as they consider the feelings, thoughts, and ideas of characters, and make connections between literature and life. Students also learn to read for information in nonfiction texts.

Literary Analysis and Appreciation

- Identify defining characteristics of a variety of literary forms and genres
- Understand elements of plot development
- Identify cause and effect relationships
- Identify conflict and resolution
- Understand elements of character development
- Identify character traits and motivations
- Recognize stereotypes
- Describe characters based on speech, action, and interactions with others
- Make inferences and draw conclusions
- Recognize effect of setting and culture on a literary work
- Compare and contrast works from different time periods
- Identify and interpret specific literary techniques
- Understand and interpret point of view
- Understand use of language to convey mood
- Understand use of dialect
- Interpret symbolism
- Recognize and analyze use of irony
- Recognize and explain poetic devices
- Identify and discuss theme
- Compare and contrast literary selections and characters

Reading Comprehension/Reading Process

- Establish and adjust purpose for reading

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- Predict outcomes
- Articulate an opinion and support it with evidence
- Skim for facts, and take notes
- Recognize author's purpose and devices used to accomplish it
- Use reading skills and strategies to understand a variety of informational texts
- Differentiate between fact and opinion in informational texts
- Recognize author's attitude
- Analyze appropriateness of text for purpose

READINGS INCLUDE:

- The Heart's Deep Core
- "Chura and Marwe," a West African folktale retold by Humphrey Harman
- "The Tiger's Whisker," a Korean folktale retold by Harold Courlander
- "Stopping by Woods on a Snowy Evening," by Robert Frost
- "The Story of Scarface," a Blackfoot Indian legend
- "Sympathy," by Paul Lawrence Dunbar
- "The Happy Prince," by Oscar Wilde
- "Psalm of Life" by Henry Wadsworth Longfellow

Bible Characters and Stories

- "Belshazzar's Feast"
- "How Queen Esther Saved Her People"
- "The Story of Jonah"

Narrative Poems

- "Casabianca," by Felicia Hemans
- "The Inchcape Rock," by Robert Southey
- "The Listeners," by Walter de la Mare
- "Casey at the Bat," by Ernest Lawrence Thayer
- "The Cremation of Sam McGee," by Robert Service
- "The Highwayman," by Alfred Noyes

Required Novel (choice of one)

- *Treasure Island*, by Robert Louis Stevenson
- *The Hobbit*, by J.R.R. Tolkien

Stories of Scientists

- "Michael Faraday's World," by Nancy Veglahn
- "Marie Curie and the Discovery of Radioactivity," by Mara Rockliff
- "Nikola Tesla, Inventor," by Shawn Lake
- "Healing a Wounded Heart: Daniel Hale Williams," by William Orem
- "Enrico Fermi: The Italian Navigator," by Dorothy Haas

Irony

- "Charles," by Shirley Jackson
- "The Gift of the Magi," by O. Henry
- "The Necklace," by Guy de Maupassant

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- "The Necklace," retold as a play

Favorites from Famous Books: A Christmas Carol

- *A Christmas Carol*, by Charles Dickens (abridged)
- "The Boy of the London Streets," by R.S. Holland

Life Stories (Autobiographical Writings)

- Selection from *Homesick*, by Jean Fritz
- Selection from *When I Was Puerto Rican*, by Esmerelda Santiago
- "The Night the Bed Fell," by James Thurber

What's Important?

- "President Cleveland, Where Are You?," by Robert Cormier
- "Raymond's Run," by Toni Cade Bambara
- "I Have Ten Legs," by Anna Swir
- "Boy Flying," by Leslie Norris
- "The Bat-Poet," by Randall Jarrell
- "The White Umbrella," by Gish Jen
- "The Courage That My Mother Had," by Edna St. Vincent Millay
- "My Father Is a Simple Man," by Luis Omar Salinas

The Language of Poetry

- "Nothing Gold Can Stay," by Robert Frost
- "A Poison Tree," by William Blake
- "Beauty," by E Yeh Shure
- "Barter," by Sara Teasdale
- "All the World's a Stage" (from *As You Like It*), by William Shakespeare
- "There Is No Frigate Like a Book" by Emily Dickinson
- "The Wind Began to Rock the Grass," by Emily Dickinson
- "I'll Tell You How the Sun Rose," by Emily Dickinson
- "Harlem [2,]" by Langston Hughes
- "Hold Fast Your Dreams," by Louise Driscoll
- "Life (is a leaf of paper white)," by James Russell Lowell

Advice and Instruction

- "The Fish I Didn't Catch," by John Greenleaf Whittier
- "Work," by John Ruskin
- "Honest Work"
- "For Want of a Horseshoe Nail"
- "Argument," by Joseph Addison
- "If," by Rudyard Kipling
- "Can't," by Edgar Guest
- "Letter to His Son," by Robert E. Lee
- "Mother to Son," by Langston Hughes
- "Perseverance," by Johann Wolfgang von Goethe
- "Rebecca," by Hilaire Belloc
- "The Story of Augustus," by Heinrich Hoffmann

- "Sarah Cynthia Sylvia Stout," by Shel Silverstein

Stories from Homer's Epics

- Selections from the *Iliad*
- Selections from the *Odyssey*

Nonfiction

- *City: A Story of Roman Planning and Construction*, by David Macaulay

Shakespeare

- *Julius Caesar (Shakespeare for Young People adaptation)*

NOVELS

This program allows students to read any three novels of their choice from a selection of award-winning works by renowned authors, from a variety of genres: fantasy, science fiction, historical fiction, realistic fiction, and mystery. These novels are listed in order of increasing difficulty as measured by the Lexile scale, a system that measures reading difficulty by sentence length and vocabulary (see Lexile ratings roughly correspond to grade levels as indicated below).

Approximate Grade Level	Lexile Range
5	750-950
6	850-1050
7	950-1075
8	1000-1100
9	1050-1150
10	1100-1200

Lexile levels are only one means of assessing whether a work is appropriate for your student. When selecting a novel, keep in mind that the Lexile rating does not measure subject matter or themes in the work.

Title and Author with Lexile Level

From the Mixed-up Files of Mrs. Basil E. Frankweiler, by E.L. Konigsburg 700

A Wrinkle in Time, by Madeleine L'Engle 740

The Martian Chronicles, by Ray Bradbury 740

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- The Outsiders*, by S.E. Hinton 750
- The Bronze Bow*, by Elizabeth George Speare 760
- Walk Two Moons*, by Sharon Creech 770
- War Comes to Willie Freeman*, by Christopher and Lincoln Collier 770
- The Sign of the Beaver*, by Elizabeth George Speare 770
- The Book of Three*, by Lloyd Alexander 770
- Tuck Everlasting*, by Natalie Babbitt 770
- My Side of the Mountain*, by Jean Craighead George 810
- Johnny Tremain*, by Esther Forbes 840
- The Fellowship of the Ring*, by J.R.R. Tolkein 860
- The Cay*, by Theodore Taylor 860
- Dragonwings*, by Laurence Yep 870
- Jacob Have I Loved*, by Katherine Paterson 880
- Old Yeller*, by Fred Gipson 910
- Roll of Thunder, Hear My Cry*, by Mildred D. Taylor 920
- The Dark Is Rising*, by Susan Cooper 920
- The Lion, the Witch and the Wardrobe*, by C.S. Lewis 940
- Bud, Not Buddy*, by Christopher Paul Curtis 950
- White Fang*, by Jack London 970
- Anne of Green Gables*, by Lucy Maud Montgomery 990
- The Door in the Wall*, by Marguerite de Angeli 990
- Island of the Blue Dolphins*, by Scott O'Dell 1000
- Ben and Me*, by Robert Lawson 1010

20,000 Leagues Under the Sea, by Jules Verne 1030

Hound of the Baskervilles, by Arthur Conan Doyle 1090

Across Five Aprils, by Irene Hunt 1100

Catherine, Called Birdy, by Karen Cushman 1170

War of the Worlds, by H.G. Wells 1170

Swiss Family Robinson, by Johann Wyss 1260

The Incredible Journey, by Sheila Burnford 1320

INTERMEDIATE LANGUAGE SKILLS B

Intermediate Language Skills B offers a systematic approach to the development of written and oral communication skills, designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English.

COMPOSITION

This course builds on the skills introduced in Intermediate Composition A. In this writing program, students continue to practice writing essays in various genres. They analyze the conventional five-paragraph essay structure, and then move on to learn the form and structure of a variety of essays they will encounter in their academic careers including: essays of definition, cause-and-effect essays, and research papers. In writing each essay, students go through a process of planning, organizing, and revising, and they learn to examine their own writing with a critical eye, paying attention to ideas, organization, structure, style, and correctness. Throughout the course, students write in response to prompts similar to those they will encounter on standardized tests.

Introduction to the Essay

- Parts of an Essay
- Essay Decisions
- Essay Conventions
- Writing an Essay

Autobiographical Incident

- What Is an Autobiographical Incident?
- Prewriting: Planning to Write About an Autobiographical Incident
- Drafting: Writing About an Autobiographical Incident
- Revising, Proofreading, Publishing

Definition Essay

- What Is a Definition Essay?
- Prewriting: Planning a Definition Essay
- Drafting: Writing a Definition Essay
- Revising: Revising a Definition Essay
- Proofreading and Publishing

Letter to the Editor

- What Is a Letter to the Editor?
- Prewriting: Logical Thinking
- Prewriting: Choosing a Topic
- Prewriting: Gathering Information
- Prewriting: Planning the Letter
- Drafting
- Revising a Letter to the Editor
- Proofreading and Publishing a Letter to the Editor

Research Report

- What Is a Research Report?
- Covering the Basics
- Prewriting: Finding Information
- Prewriting: Finding More Information
- Prewriting: Taking Notes
- Prewriting: Organizing the Information
- Drafting
- Revising
- Bibliography
- Proofreading
- Publishing

Propaganda

- What Is Propaganda?
- Prewriting: Logical Fallacies and Emotional Appeals
- Prewriting: Planning an Article
- Drafting: Writing an Article
- Revising, Proofreading, and Publishing

Cause-and-Effect Essay

- What Is a Cause-and-Effect Essay?
- Prewriting: Different Kinds of Cause-and-Effect Relationships
- Prewriting: Planning a Cause-and-Effect Essay
- Drafting: Writing a Cause-and-Effect Essay
- Revising and Proofreading
- Publishing: Planning a Presentation
- Publishing: Practicing a Presentation
- Publishing: Delivering a Presentation

Fictional Narrative

- What Is a Fictional Narrative?
- Prewriting: Parts of a Story
- Prewriting: Character Development
- Prewriting: Planning a Fictional Narrative
- Drafting
- Revising
- Proofreading and Publishing

GRAMMAR, USAGE, AND MECHANICS

The Grammar, Usage, and Mechanics program addresses many grammatical topics, with reinforcement activities in sentence analysis, sentence structure, and proper punctuation. Students analyze syntax and diagram sentences in order to understand how words, phrases, and clauses function in relation to each other. Frequent exercises and regular practice help students absorb the rules so they can confidently apply them in their own writing.

Parts of Speech Review

- Prepositions
- Prepositional Phrases
- Preposition or Adverb?
- Conjunctions and Interjections

Kinds of Complements

- Direct Objects
- Indirect Objects
- Predicate Nominatives
- Predicate Adjectives
- Sentence Diagramming and Review

Phrases

- Adjective Phrases
- Prepositional Phrases
- Misplaced Adjective Phrases
- Adverb Phrases

Verbals and Verbal Phrases

- Participles
- Participle or Verb?
- Participial Phrases
- Misplaced Participial Phrases
- Infinitives
- Infinitive Phrases
- Sentence Diagramming

Clauses

- Independent and Subordinate Clauses
- Adverb Clauses
- Adjective Clauses

- Adverb and Adjective Clauses
- Simple and Compound Sentences
- Compound Sentence or Compound Verb
- Complex Sentences
- Sentence Diagramming and Review

Sentence Fragments and Run-Ons

- Fragments
- Other Sentence Errors

Using Verbs

- Regular and Irregular Verbs
- Principal Parts of Verbs
- Six Problem Verbs
- Verb Tenses
- Uses of Tenses
- Conjugation of a Verb
- Tense Shifts

Using Pronouns

- Pronouns in the Nominative Case
- Pronouns in the Objective Case
- Pronouns in the Possessive Case
- Pronoun Problems and Pronoun Antecedents
- Pronoun Problem: Who or Whom?
- Pronouns and Their Antecedents

Subject and Verb Agreement

- Agreement of Subjects and Verbs
- Common Agreement Problems
- Agreement Problems with Pronouns

Using Adjectives and Adverbs

- Comparison of Adjectives and Adverbs
- Problems with Modifiers

Capital Letters

- Rules of Capital Letters
- More Proper Nouns
- Other Uses of Capital Letters

End Marks and Commas

- End Marks and the Period
- Commas that Separate
- More Uses of the Comma
- More Commas that Enclose

Italics and Quotation Marks

- Uses of Italics and Quotation Marks
- Direct Quotations
- Other Uses of Quotation Marks

Other Punctuation

- Apostrophes
- Possessive Forms of Pronouns
- Other Uses of the Apostrophe
- Semicolons
- Colons
- Hyphens to Divide Words
- Other Uses of Hyphens

VOCABULARY

The Vocabulary from Classical Roots program builds knowledge of Greek and Latin words that form the roots of many English words, especially the polysyllabic terms that sometimes cause students to stumble. Throughout this program, students will define and use words with Greek and Latin roots, and use word origins and derivations to determine the meaning of new words, as they increase their own vocabularies and develop valuable test-taking skills.

Motion

- Latin roots *per, fero, ferre, tuli latum; tendo, tendere, tetendi, tensum*
- Latin roots *sub, torqueo, torquere, torsi, tortum; verso, versare, versavi, versatum*

Position

- Latin roots *ex, pono, ponere, posui, positum*
- Latin roots *extra, medius, sequor, sequi, secutum*

Joining

- Latin roots *cum, teneo, tenere, tenui, tentum*
- Latin roots *apo, apere, epi, aptum; jungo, jungere, junxi, junctum; stringo, stringere, strinxi, strictum*

Separation

- Latin roots *ab, cerno, cernere, crevi, cretum; frango, frangere, fregi, fractum*
- Greek roots *luein, lutos*
- Latin roots *super, caedo, caedere, cecidi, caesum; solvo, solvere, solvi, solutum*

Sight

- Latin roots *re, ostendo, ostendere, ostendi, ostensum; video, videre, vidi, visum*
- Latin roots *specto, spectare, spectavi, spectatum; vigilo, vigilare, vigilavi, vigilatum*

The Other Senses

- Latin roots *ad, oleo, olere, olui; sono, sonare, sonui, sonitum; voco, vocare, vocavi, vocatum*
- Latin roots *sentio, sentire, sensi, sensum; tango, tangere, tetigi, tactum*

Emotions

- Latin roots *pro, jocus, suavis, festus*
- Greek root *zelos*
- Latin roots *doleo, dolere, dolui, dolitum, ira, volo, velle, volui*

The Shape of Things

- Greek root *kuklos*
- Latin roots *circum, orbis, orbita, figura*
- Greek root *iedos*
- Latin roots *tingo, fingere, finxi, fictum; rota, rotundus, cavea*

Online Importance:

Most lesson content is delivered online. Specialized online instructional components support the scientific content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting Literature facts. The online content delivery and instructional activities prepare students for hands-on field or laboratory investigations.

Monitoring Student Progress:

Each ELA lesson concludes with either an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, interpretation of results, as well as observational questions answered by an adult. Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

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Required Instructional Materials:

Materials K¹² provides:

- Online lessons and assessments
- Printed student and teacher guides

Standardized Assessment Instruments:

K12 end of lesson assessments, Study Island Benchmarks, Scantron Performance Series Adaptive tests, and STAAR.

State of Texas Assessments of Academic Readiness (STAAR) Compliancy:

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Seventh Grade Science

PEIMS Course Title/Number:

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

The seventh grade science curriculum presents the fundamentals of life, species and the changes they go through, animal systems, cells, and genetics geology, oceanography, meteorology, and astronomy.

Unit 1: Introduction to Physical Science

What do you see around you? Probably your computer, a lamp, a desk, and a chair. How can you describe them? What are they made of? For about 200 years, we have known that all matter is made of atoms. That means that the computer, lamp, desk, and chair are made of atoms. In order to determine what atoms are made of, scientists do experiments. From the experiments, scientists construct descriptions, or models, of what atoms are like and use the models to predict the behavior of atoms. You will explore all that and more in this unit.

Unit 2: Energy

Have you ever watched or experienced the motion of a roller coaster? Going up the steep hills, it slows down. Rolling down the big drops, it speeds up. What accounts for this type of motion? The answer is the roller coaster's energy and how it changes from the energy of its height to the energy of its motion. Throughout the ride, the roller coaster experiences the effects of how its energy changes from one form to another. In this unit, you will explore what energy is and what it does.

Unit 3: Energy and Earth's Resources

You may not think about it that much, but you use energy all day, every day. You need energy to read this page. The machines you use need energy, too. Right now, the computer screen you are looking at is being powered by energy. Think about how much energy you use in a day, and you are just one person! There are over six billion people in the world who all use and depend on energy. Where does this energy come from, and how do we use it? This unit will help you explore, understand, and appreciate energy resources.

Unit 4: Air, Weather, and Climate

Have you ever noticed how much everyday life is affected by the weather? Rain and sunshine can affect our moods. Snow and ice can cause cities to shut down. Worse yet – humidity can be disastrous for our hair!

In this unit, you will explore the many factors involved in producing everyday weather. Learn how the atmosphere provides protection and explore climates all over the world.

Unit 4: Air, Weather, and Climate

Have you ever noticed how much everyday life is affected by the weather? Rain and sunshine can affect our moods. Snow and ice can cause cities to shut down. Worse yet – humidity can be disastrous for our hair! In this unit, you will explore the many factors involved in producing everyday weather. Learn how the atmosphere provides protection and explore climates all over the world.

Unit 5: Earth and Its Moon

Getting smarter means discovering more and more about what's around you. Babies are only aware of their cribs, young people are aware of their immediate surroundings and adults know more about the world. In this unit you will attempt to understand your place in the entire universe.

Unit 6: Texas Science 7, Semester One Review & Assessment

Now that you have had the opportunity to explore earth science and physical science, reflect on what you learned, and find out what you remember.

Unit 7: Organisms on Earth

From giant redwoods to tiny algae, and from lumbering elephants to "no-see-'em" gnats, the diversity of life on earth delights, startles, and amazes. But all living things share some common characteristics. What are the characteristics of life? What is the chemical basis for life? What molecules support life? In this course you'll explore these questions and more.

Unit 8: Living Systems

Organisms must meet many challenges to survive. The systems in multicellular organisms are like the different parts of a computer. Just as all the parts of a computer must function individually so that the computer will work, all the systems in an organism work together in a coordinated manner to keep the organism alive. What are these systems? How are they related? This unit will explore living systems and how they function.

Unit 9: Interdependence of Life

Look at everything in this aquarium. How do you think each of the organisms in the aquarium survives? If you were to draw a diagram of the interactions that take place in an aquarium, you would see a complex series of relationships. In the living world, no organism can survive by itself. Living things depend on other organisms and their environment to supply them with their needs.

Unit 10: Genetics

Individuals that reproduce sexually have many characteristics that make them different from each other. In this unit, you will learn about the mechanisms responsible for these differences.

Unit 11: Texas Science 7, Semester Two Review & Assessment

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Now that you have had the opportunity to dig in to life science concepts, see what you can remember.

Unit 12: Science Investigation

How did life spring from ancient earth? What gives plants their bright green color? What is the complete genetic code for a human? Scientists figure out all these things by investigating the world around them. They are never satisfied with the answer, "We'll never know." Scientists work hard to learn all they can about our world. In this unit, you will become a scientist and carry out your own scientific investigation.

Online Importance:

Most lesson content is delivered online. Specialized online instructional components support the scientific content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting science facts.

The online content delivery and instructional activities prepare students for hands-on field or laboratory investigations.

Monitoring Student Progress:

Each science lesson concludes with either an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, demonstrations, interpretation of results, as well as observational questions answered by an adult.

Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment.

Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

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Online lessons and assessments

Printed student and teacher guides

Most experiments use commonly available materials. Specialized scientific materials (such as a test tube, bar magnets, or graduated cylinders) are provided by K¹².

Standardized Assessment Instruments:

K12 End of Lesson Assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceed the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Seventh Grade Social Studies

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

In the Grade 7 Social Studies course is a Texas history course. It traces Texas history from the Spanish, French, and Mexican occupations to present day Texas. The course includes Texas geography and Texas Government and politics.

Unit 1: Texas's Land

Did you know that Texas is the largest state in the continental United States? It contains over 265,000 square miles—that's more than 100,000 square miles bigger than the next largest state! This vast territory, with its rolling plains, strong rivers, and rugged mountains, is home to diverse natural resources. Texans all around the state have altered the environment to take advantage of these resources. You're about to learn about the land of Texas and how that land shapes the lives of Texans.

Unit 2: Native Americans in Texas

What do you think life was like 10,000 years ago? It was not very much at all like it is today. People first came to Texas more than 10,000 years ago. They did not write newspaper articles or take photographs, but we know that they existed because they left clues such as tools and baskets. People today learn about their cultures from looking at and piecing together these clues. You're about to learn about the first people to live in Texas and what their lives were like.

Unit 3: The Spanish and French in Texas

Imagine sailing across the Atlantic Ocean to a new land and continent as Christopher Columbus did in 1492. He established on behalf of Spain permanent colonies that led to more exploration and settlement in North and South America in later years. Fewer than 20 years later, the first Spanish explorer came to Texas. What were the effects of European exploration? How did Texas change in the early years of European settlement? In this unit, you will learn the answers to these questions and more.

Unit 4: Mexican Rule in Texas

The end of Spanish rule in Mexico caused changes that affected Texas. Moses Austin and his son, Stephen F. Austin, set the stage for Anglo colonization in Texas. At first, diverse settlers from the United States and other countries poured into the area to get cheap land. Many farmed or ranched, which became important to the Texas economy. However, changes soon took place within the Mexican government. These changes angered many Anglo colonists in Texas, who decided to take action. They began to pave the long road to independence.

Unit 5: Moving Toward Independence

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What does independence mean to you? For Texans, it meant freedom from Mexico's control. Texas fought for its independence much like the United States had fought to be free of Great Britain just 60 years previously. Many events led to the Texas Revolution, and many Texans helped their home become an independent republic. In this unit, you will learn about those events and people and find out what Texas's independence meant to them.

Unit 6: The Texas Revolution

The Texans' defeat at the Alamo became a battle cry for the Texas Revolution. The battle motivated many Americans to help the Texans fight for freedom. Although Mexican General Santa Anna's large army seemed unbeatable, the Texans never gave up. The Texan victory at the Battle of San Jacinto and the capture of Santa Anna turned the tide of the war. Texans finally won their fight for independence.

Unit 7: The Lone Star Republic

Texas's work did not end with the gain of independence. The new republic faced many problems and challenges for which its new leaders needed to find solutions. However, new immigrants, population increases, and new technology provided an opportunity for development and growth. Ways of life improved for Texans. Texas was becoming a rising star.

Unit 8: A New State

The mid-1800s were a time of growth and change for Texas. From being part of Mexico, Texas became an independent republic, a part of the United States, and a state in the Confederacy in a very short time. Two wars took their toll on Texans. But Texans showed themselves to be a strong and resilient people who could handle whatever life sent their way. Many Texans made names for themselves fighting in the Mexican-American and Civil Wars. These people are still remembered in Texas today. In this unit, you will learn about these people and the events that shaped their lives.

Unit 9: Wrapping Up Texas Social Studies 7 Semester 1

In this last unit of Semester 1 of Texas Studies, you will review what you have learned in Units 1–8 and take the Semester 1 Assessment.

Unit 10: The Reconstruction Era

The Civil War brought immense destruction to families, the economy, and the infrastructure of the South. As the South worked to rebuild and rejoin the United States, political challenges blocked progress as Radical Republicans and Democrats came head to head on issues such as rights for African Americans. Texans also faced conflict with Native Americans. In this unit, you will learn about the changes in Texas after the Civil War and how those changes shaped the people and land.

Unit 11: An Era of Growth and Change

Texas experienced great growth and change after the Civil War. Legislators worked to develop a new state constitution that reduced the power of the government and cut back on spending. Texas's economy developed, driven by innovations in farming techniques, transportation, communication, and the use of resources. Big businesses became powerful, eliminating their competition and hurting many farmers and merchants. Through reforms, farmers and merchants gained protection. With this momentum, Texas prepared to enter a new century.

Unit 12: Texas at the Turn of the Century

The turn of the century brought many changes to Texas. New industries such as oil and lumber sprang up, and the population of the state began to increase greatly. Houston and Dallas became major cities. The state also faced challenges during this time. A strong hurricane hit Galveston, killing many people. A world war broke out, and many Texans fought abroad. However, Progressive reforms and rapid changes after World War I improved life for Texans during this time.

Unit 13: The 1920s through 1940s in Texas

The decades that followed World War I brought many changes to Texas. After several years of prosperity following World War I, Texas and the rest of the United States entered the Great Depression. The nation emerged from the Depression as World War II began. Many Texans fought in the war, and others supported the war effort on the homefront. During this era, many Texans also worked for progress in the state. Groups struggled to gain rights and improve living conditions for all individuals.

Unit 14: Texas Enters the Modern Era

In the years following World War II, Texans lived in a rapidly-changing state. Fears of the spread of communism—especially at home—led to McCarthyism and the Red Scare. Many people worked to achieve equality for African American and Mexican Americans. At the same time, innovations and technological advances led to new industry, better transportation networks, new development, and population growth in Texas. By the late twentieth century, Texas was a respected global leader in the oil industry.

Unit 15: Texas Today

Texas has changed a great deal in the last 100 years. The population has grown and people live quite differently than they did a century ago. However, Texans hold on to many of the traditions that have been a part of Texas culture for decades. Immigrants also introduce new heritages to Texas's already diverse culture. In this unit, you will explore how the people of Texas are involved in politics, trade, education, and cultural festivals and celebrations. When you are finished reading this unit, you will understand what Texas looks like today.

Unit 16: Texas's State Government

Who makes the laws in Texas? Who enforces those laws? Who ensures that the laws are fair? These are all the responsibilities of Texas's state government. The Texas constitution divides the government into legislative, executive, and judicial branches. Each branch plays a specific role in state government and ensures that the other two branches do not become too powerful. In this unit, you will explore the Texas constitution, which gives the government its powers, and learn more about each of the three branches of government in Texas.

Unit 17: Local Government and Citizenship

State and local governments have a responsibility to help Texas and its cities run smoothly. These branches of government provide essential services to the citizens of Texas on a daily basis. These services include police and fire protection, parks, and education. The citizens of Texan towns and cities have responsibilities too. The taxes they pay provide money that the government needs to operate. Voting and volunteering are other ways in which people can take part in government. How can you participate in government?

Unit 18: Wrapping Up Texas Social Studies 7 Semester 2

In this last unit of Semester 2 of Texas Social Studies 7, you will review what you have learned in Units 10–17 and take the Semester 2 Assessment.

Online Importance:

K¹²'s middle school Social Studies program provides step-by-step guidance in each lesson. Some activities are presented online, while others are presented offline.

Some of the lesson content is delivered online, including "online books" that narrate important events or introduce the lives of significant historical figures. Important activities are available only online, such as animations and slide shows.

The Teacher Guide provides the teacher with an outline of the lesson as well as information about assessment and supplemental material that can help the teacher support each student.

Monitoring Student Progress:

At the end of many lessons, students are asked to write an entry in their History Record Book. This writing journal reinforces learning, serves as a review tool, and helps track student progress.

Most Social Studies lessons include an assessment. The assessment helps the teacher gauge whether the student has met the lesson objectives.

Some of these assessments are completed online with results automatically recorded by the K¹² Online School, while other assessments are completed with pencil and paper, and then results are entered online.

Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

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In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

- Online lessons and assessments
- Printed student and teacher guides
- The student will need a 3-ring binder to store his/her history journal.

Standardized Assessment Instruments:

K12 end of lesson assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceed the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Seventh Grade Art

Intermediate Art: World A

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

Intermediate Art: World A introduces students to the artists, cultures, and great works of world art and architecture from ancient through medieval times.

- Investigate how artists from different civilizations used various techniques, from painting to mosaic
- Examine elements of design and styles of decoration, from the spiral to the solar disk. Compare and contrast works from many civilizations, from paintings to sculpture, architecture, pottery, mosaics, and more
- Explore some of the best-preserved works from ancient tombs, including the treasures of Egypt's "King Tut" and the terra cotta army of the Chinese emperor Qin Shi Huangdi
- Consider how humans have depicted themselves in art, from paintings and sculptures of the human figure to exquisite manuscripts that document human history and beliefs
- Examine beautifully decorated objects that people used in their daily lives, from drinking vessels to horse gear
- Study some of the great works of ancient and medieval architecture, from the Parthenon in Greece to the cathedral of Notre Dame in Paris
- Create artworks inspired by the works of art studied, using many materials and techniques; for example, after studying ancient Mesopotamian, Egyptian, and Roman relief sculptures, students make a relief by carving a clay slab and after studying grand gateways leading to architectural sites, students construct a model gateway

Unit 1: Art Techniques

Discover ways artists from many cultures used similar techniques in landscape painting, mosaics, tile work, and relief sculpture.

Unit 2: Common Threads Among Ancient Cultures

Since ancient times, peoples around the world created rock art, pottery, and solar discs. They designed seals to mark important works. Discover common themes in art created by cultures practically worlds apart!

Unit 3: Treasures from the Tomb

Some of the most beautiful and best-preserved works of art were buried in tombs. Discover ancient treasures from Egyptian and Chinese burial sites.

Unit 4: The Human Presence in Art

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How have humans viewed themselves through history? Artists tell the story in their work. Discover the similarities and the differences in the way humans are depicted in ancient Egyptian, Greek, and Roman artworks.

Unit 5: Function and Beauty

Functional objects can be as beautiful as they are useful. Find out how artists around the world have decorated everyday objects since ancient times.

Unit 6: Architecture: From the Pyramids to the Gothic Cathedral

Ancient and medieval architecture can be classified by period or style based on similar characteristics. Find out how to identify various features including columns, gateways and walls, and guardian figures.

Online Importance:

K12's Art program provides step-by-step guidance in each lesson. Many lessons begin by presenting a concept (for example, how shapes are used in artworks) and showing artworks for the student to examine. To get the full benefit of this part of the lesson, in which the artworks appear on-screen, the student will need to be at a computer. Once the student has finished this part of the lesson and is ready to turn to a hands-on project, most of the teaching and learning takes place away from the computer.

Important activities are available only online, such as art computer animations, magnifying tools, and online galleries of artworks. The skills and concepts reinforced through online activities are key to understanding art concepts presented in the lessons.

Each lesson provides clear, detailed instructions for each activity online. Most of the art program is delivered with the help of a Teacher Guide, which provides the teacher with an outline of the lesson as well as information about assessment and supplemental material. The Teacher Guide is available as a printed material as well as online.

Some lessons have a Student Guide that leads the student through the lesson. The Student Guide is available as printed material as well as online.

Monitoring Student Progress:

Each art lesson will be marked complete once the student finishes the online and offline lesson components. Students and parents can access student-specific screens to determine progress in the number of lessons completed. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will

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monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation. In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Standard Curriculum Items

- Art Print Kit, Intermediate Art: World A

Additional Curriculum Items

Some lessons require additional resources, including common household items, and books that are readily available online or in your local library:

- Acrylic Paint Set
- Paintbrush, Acrylic, Small #1
- Paintbrush, Acrylic, Medium #4
- Paintbrush, Acrylic, Large #8
- Clay, White, Self-hardening

Standardized Assessment Instruments:

K12 end of lesson assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceed the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Seventh Grade Music – Music Concepts B

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

Music Concepts B is for 7th grade middle school students. This course continues to develop student music skills as well as a study of additional famous composers.

Major course expectations include the following:

Students will:

Define and identify beat and tempo

Define and reproduce rhythm

Identify, locate, and play notes on the keyboard

Read, write, and play rhythms from notation

Identify various characteristics of melody

Identify important facts about the lives of Robert Schumann, Chopin, Verdi, John Philip Sousa, and Greig

Identify the "personalities" in a piano piece by Schumann

Describe the characteristics of several of Chopin's famous waltzes

Describe how Greig suggests the stage action in his music for Peer Gynt

Examine a chorus or aria by Verdi and explain how it reflects the dramatic situation of the characters

Identify and investigate characteristics of music in the Romantic period

Identify and write key signatures

Identify and play rhythms with syncopation

Identify and construct minor scales using the step pattern

Identify harmony

Identify and investigate characteristics of jazz music

Lesson Numbers/Duration:

34 total.

Online Importance:

K¹²'s Music program provides step-by-step guidance in each lesson.

Most lessons center around the computer-based Music Ace program that provides students with an interactive experience reading, writing, and playing music. Famous composers are examined through the online Activity Instructions and are accompanied by CDs for each composer.

Each lesson provides detailed instructions for each online activity. Activity Instructions provide an outline of the lesson as well as information about assessment and supplemental material. Activity Instructions are available to print from the Online Lesson.

Monitoring Student Progress:

Most music lessons contain assessments and performance goals. The assessment generally includes two or more questions or problems based on the lesson objectives.

Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

CD: Sousa

CD: Music Ace, Grade 7

CD: Chopin (Vox 8502)

CD: Schumann & Grieg (Vox 8505)

CD: Verdi (Vox 8517)

Standardized Assessment Instruments:

K12 End of Lesson Assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceed the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Physical Education 7

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

In the Physical Education program students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Major course expectations include the following:

Students will:

- Demonstrate competency in movement patterns and proficiency in a few specialized movement forms.
- Apply movement concepts and principles to the learning and development of motor skills.
- Exhibit a health-enhancing, physically active lifestyle that provides opportunities for enjoyment and challenge.
- Know the benefits from involvement in daily physical activity and factors that affect physical performance.
- Understand and apply safety practices associated with physical activities.
- Understand basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.
- Develop positive self-management and social skills needed to work independently and with others in physical activity settings.

Lesson Numbers/Duration:

180 total.

Online Importance:

K¹²'s Physical Education program provides step-by-step guidance in each lesson that provides detailed instructions for each online and offline activity. Activity Instructions provide an outline of the lesson as well as information about assessment and supplemental material. Activity Instructions are available to print from the Online Lesson.

Monitoring Student Progress:

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Physical education lessons end with an assessment. The assessment generally includes two or more questions or problems based on the lesson objectives.

Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

Spectrum 10" Ball w/ Pump

Accusplit Alliance AL 1590 Pedometer

Beaded Rope 9'

Standardized Assessment Instruments:

K12 End of Lesson Assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceeds the STAAR.

Grading/Credit Award Criteria:

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The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.