

Master Syllabi for Grade 7 Courses

Syllabus  
Texas ELA – Grade 7

**Teacher Contact Information**

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

**Course 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.

**Prerequisite Requirements:** Course completion or grade placement.

**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.

**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 K<sup>12</sup> provides:

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- Online lessons and assessments
- Printed student and teacher guides

**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 [www.lexile.com](http://www.lexile.com)). 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	Lexile Level
<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> , by E.L. Konigsburg	700
<i>A Wrinkle in Time</i> , by Madeleine L'Engle	740
<i>The Martian Chronicles</i> , by Ray Bradbury	740
<i>The Outsiders</i> , by S.E. Hinton	750
<i>The Bronze Bow</i> , by Elizabeth George Speare	760
<i>Walk Two Moons</i> , by Sharon Creech	770
<i>War Comes to Willie Freeman</i> , by Christopher and Lincoln Collier	770
<i>The Sign of the Beaver</i> , by Elizabeth George Speare	770
<i>The Book of Three</i> , by Lloyd Alexander	770
<i>Tuck Everlasting</i> , by Natalie Babbitt	770
<i>My Side of the Mountain</i> , by Jean Craighead George	810
<i>Johnny Tremain</i> , by Esther Forbes	840
<i>The Fellowship of the Ring</i> , by J.R.R. Tolkien	860
<i>The Cay</i> , by Theodore Taylor	860
<i>Dragonwings</i> , by Laurence Yep	870
<i>Jacob Have I Loved</i> , by Katherine Paterson	880
<i>Old Yeller</i> , by Fred Gipson	910

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<i>Roll of Thunder, Hear My Cry</i> , by Mildred D. Taylor	920
<i>The Dark Is Rising</i> , by Susan Cooper	920
<i>The Lion, the Witch, and the Wardrobe</i> , by C.S. Lewis	940
<i>Bud, Not Buddy</i> , by Christopher Paul Curtis	950
<i>White Fang</i> , by Jack London	970
<i>Anne of Green Gables</i> , by Lucy Maud Montgomery	990
<i>The Door in the Wall</i> , by Marguerite de Angeli	990
<i>Island of the Blue Dolphins</i> , by Scott O'Dell	1000
<i>Ben and Me</i> , by Robert Lawson	1010
<i>20,000 Leagues Under the Sea</i> , by Jules Verne	1030
<i>Hound of the Baskervilles</i> , by Arthur Conan Doyle	1090
<i>Across Five Aprils</i> , by Irene Hunt	1100
<i>Catherine, Called Birdy</i> , by Karen Cushman	1170
<i>War of the Worlds</i> , by H.G. Wells	1170
<i>Swiss Family Robinson</i> , by Johann Wyss	1260
<i>The Incredible Journey</i> , by Sheila Burnford	1320

Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>

**Course Overview**

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

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- Compare and contrast literary selections and characters

**Reading Comprehension/Reading Process**

- Establish and adjust purpose for reading
- 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
- "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

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- "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)*

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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
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- 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

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*Dragonwings*, by Laurence Yep 870  
*Jacob Have I Loved*, by Katherine Paterson 880  
*Old Yeller*, by Fred Gipson 910  
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*The Dark Is Rising*, by Susan Cooper 920  
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**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

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- 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 *finigo, fingere, finxi, fictum; rota, rotundus, cavea*

**Syllabus****Math – Grade 7****Pre-Algebra****Teacher Contact Information****Name: Homeroom teacher:****Class Connect teacher:****Kmail:****Phone number:****Study Hall time:****Study Hall Link:****Class Connect Link: See Daily Class Connects in your OLS****Class Connect Times:****Homeroom teacher Skype Name:****Class Connect teacher Skype Name:**

**Course 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; and explain strategies for solving real-world problems. Online lessons provide demonstrations of key concepts, as well as interactive problems 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 K<sup>12</sup> Fundamentals of Geometry and Algebra course (or equivalent).

**Prerequisite Requirements:** Course completion or grade placement.

**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 maps, interactive pictures, biography 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.

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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:**

Materials K<sup>12</sup> provides:

*Pre-Algebra: Reference Guide and Problem Sets*

Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>

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

**Unit 3: Multiplication and Division**

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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

**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

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- 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

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

**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
- Circumference
- Areas of Circles

**Unit 12: Square Roots and Right Triangles**

Since ancient times, people have used right triangles to survey land and build structures. Even before Pythagoras was born, the relationship between the side lengths of a right triangle has been essential to anyone building just about any structure, including pyramids, houses, skyscrapers, and bridges.

- Rational Square Roots
- Irrational Square Roots
- The Pythagorean Theorem
- The Distance Formula
- Special Types of Triangles
- Trigonometric Ratios

**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
- 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

## Syllabus

### Texas Science – Grade 7

#### Teacher Contact Information

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

**Course 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.

**Prerequisite Requirements:** Course completion or grade placement.

**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 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 K<sup>12</sup> provides:

- 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 K<sup>12</sup>.

**Technical Requirements can be found at:** <http://www.k12.com/faqs/Technical/>

**Unit and Lesson Detail:**

**Unit 1: Introduction to Physical Science Summary**

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.

**Lesson 1: Physical Systems**

Describe how scientists use models to represent and predict real phenomena in the physical world.

Distinguish between a closed system and an open system.

Define universal law and give an example.

Recognize that models change to accommodate new discoveries and observations.

**Lesson 2: Measurement and the International System**

Explain why scientists need a system of measurements.

Measure physical quantities using the International System of Units (SI).

Identify fundamental units of the SI and associate each unit with what it measures.

**Lesson 3: LAB: Measured Steps**

Measure and record data about physical objects.

Design an appropriate format to collect measurement data and to record the results of calculations.

Draw conclusions based on the data recorded.

**Lesson 4: Mass and Weight**

Describe an object's mass as the quantity of matter it contains (measured in kg or g).

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Describe the weight of an object as the magnitude of the earth's gravitational force acting upon it.

Explain that the greater the mass of an object, the more force is needed to change its velocity.

**Lesson 5: LAB: Density**

Measure mass and volume of different substances.

Given measurements of mass and volume, calculate the density of different substances.

**Lesson 6: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 7: Elements and Properties**

Define the term element and explain the historical development of this concept.

Describe an atom and its component parts.

Explain the arrangement of elements on the periodic table.

Define periodic law and explain the predictable patterns in the periodic table.

Identify groups and families on the periodic table and list their properties.

**Lesson 8: Chemistry in Our World**

Identify three general classes of elements in the periodic table.

Describe the physical and chemical properties of metals, nonmetals, and metalloids.

Name everyday objects made of metals, nonmetals, and metalloids.

Define and give examples of compounds.

Define and give examples of chemical changes.

Explain and give examples of chemical formulas for compounds.

**Lesson 9: Working with Model Problems**

Recognize the purpose and use of model problems in this course of study.

**Lesson 10: Model Problems**

Gain experience answering model problems related to topics of the previous lessons.

**Lesson 11: Unit Review**

Describe and explain a model system physicists have used to represent a real phenomenon.

Make measurements using the SI system.

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Differentiate different samples using factors such as density, size, and temperature.

Identify three general classes of elements in the periodic table.

Describe the physical and chemical properties of metals, nonmetals, and metalloids.

Name everyday objects made of metals, nonmetals, and metalloids.

Define and give examples of compounds.

Define and give examples of chemical changes.

Explain and give examples of chemical formulas for compounds.

Define the term element and explain the historical development of this concept.

Describe an atom and its component parts.

Explain the arrangement of elements in the periodic table.

Define periodic law and explain the predictable patterns in the periodic table.

Identify groups and families in the periodic table and list their properties.

**Lesson 12: Unit Assessment**

Describe and explain a model system physicists have used to represent a real phenomenon.

Make measurements using the SI system.

Make measurements using the SI system.

Differentiate different samples using factors such as density, size, and temperature.

Differentiate different samples using factors such as density, size, and temperature.

Describe physical science as the study of matter and energy.

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Measure and record data about physical objects.

Design an appropriate format to collect measurement data and to record the results of calculations.

Design an appropriate format to collect measurement data and to record the results of calculations.

Draw conclusions based on the data recorded.

Draw conclusions based on the data recorded.

Measure mass and volume of different substances.

Measure mass and volume of different substances.

Given measurements of mass and volume, calculate the density of different substances.

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Recognize the purpose and use of model problems in this course of study.

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Identify groups and families in the periodic table and list their properties.

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**Unit 2: Energy Summary**

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.

**Lesson 1: Energy**

Define energy as the ability to do work.

Explain that energy cannot be created or destroyed, but it can be transformed.

Give examples of different forms of energy used in everyday life.

Give examples of different forms of energy used in everyday life.

Apply knowledge of energy to explain examples of energy conversion

Identify joules as the unit of measure for energy.

**Lesson 2: Work**

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Define work as applied force that acts upon an object over a distance.

Describe power as the rate at which work is done, or energy used or created per unit time, expressed in watts (W).

Solve problems using equations for work and power.

**Lesson 3: Kinetic Energy**

Define kinetic energy and give examples.

Explain how kinetic energy is related to the velocity of an object and the forces acting on an object.

Identify the points at which a moving object has the most and least kinetic energy (e.g., pendulum swing, falling objects).

**Lesson 4: Potential Energy**

Describe potential energy and give examples.

Give examples of how potential energy can be converted to kinetic energy.

Analyze and compare potential and kinetic energy at various locations or times (e.g., roller coaster, waterfall).

**Lesson 5: LAB: The Pendulum**

Identify the points at which a moving object has the most potential and/or kinetic energy (e.g., pendulum swing, falling objects).

Formulate hypotheses based on an understanding of cause-and-effect relationships and available information.

Identify independent variables, dependent variables, constants, and controls.

Design an experiment to test a hypothesis or gather information; state the purpose of the experiment.

Write an organized, step-by-step procedure to perform a scientific investigation.

Draw conclusions based upon the results of an investigation.

**Lesson 6: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 7: Using a Lever**

Recognize that levers confer mechanical advantage and explain how this principle applies to the musculoskeletal system.

Given a simple machine, predict what will happen when there is a change in the system.

### **Lesson 8: Simple Machines**

Identify six simple machines (lever, pulley, wheel and axle, inclined plane, wedge, screw) and tell how they work.

Explain that simple machines are used to make work easier by changing the direction or size of a force.

Provide examples of simple machines used in everyday tools and objects.

### **Lesson 9: Compound Machines**

Identify the simple machines that are combined in a compound machine.

Compare and contrast a simple machine and a compound machine.

### **Lesson 10: Unit Review**

Apply the law of conservation of energy to solve problems involving changes of energy.

Define and apply concepts of work and power.

Show how simple machines reduce the force necessary to perform a task.

Compare and contrast kinetic and potential energy and solve problems involving them.

Compare and contrast the concepts of thermal energy, heat, and temperature.

### **Lesson 11: Unit Assessment**

Define energy as the ability to do work.

Apply the law of conservation of energy to solve problems involving changes of energy.

Define and apply concepts of work and power.

Show how simple machines reduce the force necessary to perform a task.

Compare and contrast kinetic and potential energy and solve problems involving them.

### **Unit 3: Energy and Earth's Resources Summary**

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.

### **Lesson 1: Energy Resources**

Distinguish between renewable and nonrenewable energy resources.

Identify major nonrenewable energy resources: oil (petroleum), coal, natural gas, and nuclear fission fuel (uranium).

Identify important renewable resources: solar energy, biomass, moving water, wind, and geothermal energy.

### **Lesson 2: Fossil Fuels**

Explain that the sun is the ultimate source of energy for nonrenewable resources such as fossil fuels (e.g., oil, coal, and natural gas).

Compare and contrast the formation of fossil fuels.

Recognize coal as the most abundant fossil fuel available in the United States.

Recognize oil as the predominant source of energy consumed in the United States.

### **Lesson 3: Consumption and Environmental Effects**

Describe consequences of fossil fuel consumption, such as air pollution and environmental degradation.

Explain how burning coal produces air pollution.

Interpret a graph that compares the amount of air pollution produced by burning different fossil fuels (coal, oil, and natural gas).

Analyze the economic and environmental costs and benefits of industrial growth.

### **Lesson 4: Alternative Energy Sources**

Describe how wind turbines and farms capture energy to generate electricity.

Distinguish between solar thermal energy (for heat and hot water) and solar electric energy (for electricity).

Recognize that geothermal energy, derived from earth's internal heat, can be collected and used to make electricity.

Identify biomass energy sources, including wood, manure, garbage, and agricultural waste.

### **Lesson 5: Your Choice**

Practice skills and reinforce concepts taught in this course.

### **Lesson 6: Resource Management**

Define conservation as the preservation, management, and restoration of earth's resources.

Explain how recycling can help preserve natural resources.

Give examples of ways in which the use of earth's resources by human beings has changed.

**Lesson 7: LAB: Power from Tides**

Explain the benefits and costs of using tides for energy.

Explain how power is generated from tides (barrage holds water during high tide, water is released, turns turbine, water is stored, turbine reverses during low tide letting stored water back out to sea).

Evaluate the possibility of constructing a tidal power plant in a certain location based on data.

Use data to draw comparisons or relationships between variables.

**Lesson 8: Catastrophic Events**

Identify and describe natural disasters

Explain what factors contribute to the occurrence of specific catastrophic events.

Describe the outcomes from natural disasters such as hurricanes, flooding, earthquakes, tsunamis, volcanic eruptions, landslides, and wildfires.

List ways that you can be prepared for catastrophic events.

**Lesson 9: Unit Review**

Distinguish between renewable and nonrenewable energy resources.

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Evaluate the possibility of constructing a tidal power plant in a certain location based on data.

Use data to draw comparisons or relationships between variables.

Name and distinguish between renewable and nonrenewable resources.

Recognize and describe some of the ways that people use renewable and nonrenewable resources for energy production.

Define a fossil fuel and compare how the three fossil fuels (coal, oil, and natural gas) form.

Compare major energy resources in terms of safety, usage, abundance, pollution, waste disposal, and aesthetic considerations.

Explain how each of the major energy resources is used to generate electricity, heat, and other types of energy.

Describe examples of alternative energy sources and the costs and benefits associated with their use.

**Lesson 10: Unit Assessment**

Identify major nonrenewable energy resources: oil (petroleum), coal, natural gas, and nuclear fission fuel (uranium).

Distinguish between renewable and nonrenewable energy resources.

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Explain how each of the major energy resources is used to generate electricity, heat, and other types of energy.

Describe examples of alternative energy sources and the costs and benefits associated with their use.

Describe the outcomes from natural disasters such as hurricanes, flooding, earthquakes, tsunamis, volcanic eruptions, landslides, and wildfires.

Explain what factors contribute to the occurrence of specific catastrophic events.

List ways you can be prepared for catastrophic events.

#### **Unit 4: Air, Weather, and Climate Summary**

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.

##### **Lesson 1: Daily Weather**

Define weather as the physical conditions of the atmosphere at a given location and time, as described by temperature, wind, air pressure, and humidity.

##### **Lesson 2: Air Circulation**

Define wind as the horizontal movement of air.

Recognize that air moves from areas of higher pressure to areas of lower pressure

Explain how the uneven heating of the earth and the Coriolis effect influence prevailing winds.

Describe the effect of earth's rotation on air circulation patterns.

##### **Lesson 3: Air Masses**

Define an air mass as a large body of air characterized by nearly uniform temperature, humidity, and ground-level pressure.

Locate and describe air masses on a weather map.

##### **Lesson 4: Weather Fronts**

Describe how air masses interact at cold, warm, stationary, and occluded fronts.

Describe typical weather details associated with cold, warm, stationary, and occluded fronts.

##### **Lesson 5: Meteorology**

Interpret weather symbols and isobars on a weather map to describe the weather in a given location.

Given weather data for a particular location, develop a weather forecast for that area.

##### **Lesson 6: LAB: Working with Weather**

Conduct investigations using weather measurement devices.

Collect and use data to analyze the weather.

#### **Lesson 7: Your Choice**

Practice skills and reinforce concepts taught in this course.

#### **Lesson 8: Weather and Climate**

Define climate as the long-term average of atmospheric conditions for a given region as described by weather observations.

Contrast weather and climate.

Describe and locate on a world map the main climate types (polar, temperate, and tropical).

Explain the influence of latitude on climate conditions and patterns

#### **Lesson 9: Factors Affecting Climate**

Analyze how the following factors affect climate: land elevation, geographic location, ocean currents, and proximity to bodies of water.

Explain how mountain ranges and other major geographical features influence climate patterns

Recognize the major influences of solar energy on wind, ocean currents, and the water cycle.

#### **Lesson 10: Lab: Global Warming**

Define global warming as an increase in the average atmospheric temperature.

Explain how the greenhouse effect and the amount of carbon dioxide in the atmosphere are thought to be connected to global warming.

Describe two possible results of global warming.

#### **Lesson 11: Unit Review**

Explain how uneven heating of the earth and the Coriolis effect result in the earth's prevailing winds.

Name and describe the properties of the four main types of air masses that influence weather in North America, locate them on a map, and describe their typical influence on weather.

Describe how air masses interact at cold, warm, stationary, and occluded fronts, and describe the clouds and weather they may produce.

Name and locate on a world map the three main climate types (polar, temperate, and tropical) and explain variation in climate in terms of intensity of solar energy, wind, landforms, and ocean currents.

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Explain how large lakes, mountains, and surface ocean currents such as the Gulf Stream can influence climate.

Explain the main energy transfers of the earth's energy budget, explain the greenhouse effect, and recognize that relative constancy of the earth's climates requires that the amount of energy received from the sun equals the amount reflected and radiated from earth into space.

Compare the properties of low- and high-pressure areas in terms of air density, pressure, humidity, air motion, and types of associated weather.

**Lesson 12: Unit Assessment**

Describe the three mechanisms of heat energy transfer to and among the land, ocean, and air.

Explain how uneven heating of the earth and the Coriolis effect result in the earth's prevailing winds.

Name and describe the properties of the four main types of air masses that influence weather in North America, locate them on a map, and describe their typical influence on weather.

Describe how air masses interact at cold, warm, stationary, and occluded fronts and describe the clouds and weather they may produce.

Compare the properties of low- and high-pressure areas in terms of air density, pressure, humidity, air motion, and types of associated weather.

Name and locate on a world map the three main climate zones (polar, temperate, and tropical) and explain variation in climate in terms of intensity of solar energy, wind, landforms, and ocean currents.

Explain how large lakes, mountains, and surface ocean currents such as the Gulf Stream can influence climate.

Explain the main energy transfers in the earth system, explain the greenhouse effect, and recognize that relative constancy of the earth's climates requires that the amount of energy received from the sun roughly equals the amount reflected and radiated from earth into space.

**Unit 5: Earth and Its Moon Summary**

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.

**Lesson 1: Earth's Seasons**

Explain that earth's rotation causes night and day.

Explain that the earth's tilt, relative to its orbital plane, is the reason for seasonal change.

Demonstrate how the angle of sunlight striking the earth changes at different points during its revolution, due to the earth's rotational tilt.

Define the summer and winter solstice and the spring and fall equinox.

## Lesson 2: The Moon

Recognize that the moon reflects light from the sun and has no light of its own.

Explain that the same side of the moon always faces the earth because the moon's rotational period is equal to its revolution around the earth.

Describe the moon's surface features (e.g., craters, mare, terrae)

## Lesson 3: Moon Phases

Demonstrate that the position of the moon, relative to the sun and earth, causes lunar phases.

Identify and arrange pictures of lunar phases and explain why the moon appears to change shape.

Explain that the same side of the moon always faces the earth because the moon's rotational period is equal to its revolution around the earth.

## Lesson 4: Eclipses

Explain how an eclipse occurs.

Compare and contrast a solar eclipse with a lunar eclipse.

Demonstrate the relative positions of the earth, sun, and moon during solar and lunar eclipses.

## Lesson 5: Your Choice

Practice skills and reinforce concepts taught in this course.

## Lesson 6: Unit Review

Explain that earth's rotational period causes day and night.

Explain that the earth's tilt, relative to its orbital plane, is the reason for seasonal change.

Define the summer and winter solstice and the spring and fall equinox.

Recognize that the moon reflects light from the sun and has no light of its own.

Explain that the same side of the moon always faces the earth because its rotational period is equal to its revolution around the earth.

Describe the moon's surface features (e.g., craters, mare, terrae).

Demonstrate that the moon's position, relative to the sun and earth, explains the changing phases of the moon.

Identify and arrange pictures of lunar phases.

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Explain why the moon appears to change shape.

Explain how an eclipse occurs.

Demonstrate the relative positions of the earth, sun, and moon during solar and lunar eclipses.

Explain that seasonal changes are caused by the earth's tilt on its axis.

Demonstrate how the angle of sunlight striking the earth changes at different points during its revolution, due to the earth's rotational tilt.

Compare and contrast a solar eclipse with a lunar eclipse.

**Lesson 7: Unit Assessment**

Explain that earth's rotational period causes day and night.

Explain that the earth's tilt, relative to its orbital plane, is the reason for seasonal change.

Define the summer and winter solstice and the spring and fall equinox.

Recognize that the moon reflects light from the sun and has no light of its own.

Explain that the same side of the moon always faces the earth because its rotational period is equal to its revolution around the earth.

Describe the moon's surface features (e.g., craters, mare, terrae).

Demonstrate that the moon's position, relative to the sun and earth, explains the changing phases of the moon.

Identify and arrange pictures of lunar phases.

Explain why the moon appears to change shape.

Explain how an eclipse occurs.

Demonstrate the relative positions of the earth, sun, and moon during solar and lunar eclipses.

Explain that seasonal changes are caused by the earth's tilt on its axis.

Demonstrate how the angle of sunlight striking the earth changes at different points during its revolution, due to the earth's rotational tilt.

Compare and contrast a solar eclipse with a lunar eclipse.

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

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.

**Lesson 1: Semester One Review**

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for the semester exam.

Locate Semester One Lesson Objectives under Unit Resources, Reference tab.

**Lesson 2: Semester One Assessment**

Describe how air masses interact at cold, warm, stationary, and occluded fronts.

Describe typical weather details associated with cold, warm, stationary, and occluded fronts.

Interpret weather symbols and isobars on a weather map.

Identify and explain the use of appropriate meteorological tools for collecting weather data.

Explain how kinetic energy is related to the velocity of an object and the forces acting on an object.

Identify the simple machines that are combined in a compound machine.

Explain that simple machines are used to make work easier by changing the direction or strength of a force.

Show how simple machines reduce the force necessary to perform a task.

Explain that energy cannot be created or destroyed, but it can be transformed.

Describe consequences of fossil fuel consumption, such as air pollution and environmental degradation.

Distinguish between renewable and nonrenewable energy resources.

Identify major nonrenewable energy resources: oil, coal, natural gas, and nuclear fission fuel.

Identify important renewable resources: solar energy, biomass, moving water, wind, and geothermal energy.

Explain the arrangement of elements on the periodic table.

Define periodic law, and explain the predictable patterns in the periodic table.

Describe the physical and chemical properties of metals, nonmetals, and metalloids.

Define and give examples of compounds.

Explain how recycling can help preserve natural resources.

Give examples of ways in which the use of earth's resources by human beings has changed.

Describe the outcomes from natural disasters such as hurricanes, flooding, earthquakes, tsunamis, volcanic eruptions, landslides, and wildfires.

Identify and describe natural disasters.

Identify and arrange pictures of lunar phases, and explain why the moon appears to change shape.

Explain that the earth's tilt, relative to its orbital plane, is the reason for seasonal change.

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Explain that the same side of the moon always faces the earth because the moon's rotational period is equal to its revolution around the earth.

Explain what factors contribute to the occurrence of specific catastrophic events.

Identify groups and families on the periodic table, and list their properties.

**Unit 7: Organisms on Earth Summary**

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.

**Lesson 1: Diversity of Life**

Define *organism*.

Recognize similarities among organisms on earth (for example, how they get energy).

Describe some unique characteristics of various organisms on earth.

**Lesson 2: Challenges of Life**

Identify the three basic challenges all organisms must meet.

Give examples of how different organisms meet these challenges.

**Lesson 3: Characteristics of Life**

Identify the basic needs of living things: food, water, air, and an appropriate environment.

Identify seven characteristics of living things.

Give examples of these characteristics in different organisms.

**Lesson 4: Classification of Living Things**

Define *species*.

Define *taxonomy*.

Recognize that Linnaeus created the first accepted scientific method for naming organisms.

Define *species*.

Explain how organisms are related based on a hierarchy of groups and subgroups.

**Lesson 5: Domains of Life**

Identify the three domains of life and name at least one organism within each domain.

Explain how an organism is related to classification levels above and below it.

Explain how a dichotomous key is used to identify organisms.

**Lesson 6: LAB: Classifying Organisms**

Identify levels of taxonomic organization and explain how an organism is related to levels above and below it.

**Lesson 7: Chemistry of Life**

Recognize that living organisms are made of different types of molecules such as *water, salt, fats, proteins, and DNA*.

Recognize that living organisms are made of molecules consisting largely of *carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur*.

Recognize that carbon has a central role in the chemistry of living organisms.

**Lesson 8: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 9: Single-Celled Organisms**

Recognize that many organisms are single celled (for example, bacteria, yeasts).

Explain that a single cell must carry out all of the basic functions of life in single-celled organisms.

Describe and illustrate a single-celled organism.

Distinguish between unicellular and multicellular organisms.

Recognize that contagious diseases are caused by microorganisms.

**Lesson 10: Multicellular Organisms**

Recognize that many organisms are multicellular, and describe their advantages.

Explain that cells within a multicellular organism differentiate as the organism develops.

**Lesson 11: LAB: Learning to Use A Microscope**

Identify the parts of a microscope and describe their functions.

Demonstrate the safe use of a microscope.

Observe prepared slides under a microscope.

**Lesson 12: LAB: Using a Microscope**

Use a microscope to observe organisms found in samples of pond water or soil

**Lesson 13: Unit Review**

Define organism and describe how an organism must overcome challenges of life.

Identify how an organism displays each of the seven characteristics of life.

Identify some important molecules in living organisms.

Use taxonomic organization to identify and compare different organisms.

Compare and contrast single-celled organisms and multicellular organisms, including advantages of each.

**Lesson 14: Unit Assessment**

Define *organism* and describe how an organism must overcome challenges of life.

Identify how an organism displays each of the seven characteristics of life.

Identify some important molecules in living organisms.

Use taxonomic organization to identify and compare different organisms.

Compare and contrast single-celled organisms and multicellular organisms, including advantages of each.

**Unit 8: Living Systems Summary**

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.

**Lesson 1: From Cells to Organs**

Relate diversity of cell structure to diversity of function within an organism.

Describe how cells differentiate as multicellular organisms develop.

Explain the hierarchical relationships of cells, tissues, organs, and organ systems.

Explain how organ systems (organs, tissues, and cells) function, and recognize that failure of any part may affect the entire system.

### **Lesson 2: Muscular and Skeletal Systems**

Describe the structure and function of the muscular and skeletal systems.

Explain how bones and muscles work together to allow for animal locomotion.

Compare the skeletal systems of animals and plants.

### **Lesson 3: LAB: Chicken Wing Anatomy**

Recognize that scientific explanations come from observations.

Analyze, critique, and communicate the results of investigations.

### **Lesson 4: Respiratory System**

Describe the function of the respiratory system in organisms.

Identify the organs and other structures of the respiratory system for different organisms.

Describe the functions of organs and other structures in the respiratory system.

Compare and contrast gills and lungs.

Compare the respiratory systems of animals and plants.

### **Lesson 5: Circulatory System**

Describe the function of the circulatory system in organisms.

Identify the structure of the circulatory system and organs within this system for different organisms.

Describe the functions of organs in the circulatory system.

Compare the circulatory system of animals and plants.

### **Lesson 6: Digestive and Excretory Systems**

Describe the function of the digestive and excretory systems in organisms.

Identify the structure of the digestive and excretory systems and organs within these systems.

Describe the functions of organs and other structures in the digestive and excretory systems.

Compare the digestive and excretory systems of animals and plants.

### **Lesson 7: Immune System**

Define the immune system as a network of cells, tissues, and organs that help to defend the body against harmful substances.

Recognize that *antigens* may trigger an immune response, and cells of the immune system that recognize these antigens remain in the system for a long period of time to fight off subsequent invaders.

Explain the role of white blood cells in the immune system.

Describe how plants defend themselves against disease.

### **Lesson 8: How Systems Work Together**

Give an example of how a problem in one part of a body system can affect the entire system.

Compare major features and functions of plant and animal systems.

### **Lesson 9: Your Choice**

Practice skills and reinforce concepts taught in this course.

### **Lesson 10: Comparison within Species**

Recognize that members of a species may be diverse.

Describe how internal characteristics of individuals may differ (for example, size of bones, near-sightedness, blood type, resting heart rate).

Recognize that similarities among human beings make it possible for them to donate organs or blood to one another.

### **Lesson 11: Continuation of Species**

Recognize that reproduction is essential for the continuation of a species.

Explain how asexual organisms reproduce.

Describe the life cycle of asexual organisms.

Compare biological advantages and disadvantages of asexual and sexual reproduction.

### **Lesson 12: Cells for Reproduction**

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Recognize that organisms that reproduce sexually have differentiated cells for this purpose.

Compare and contrast the structure and function of the sperm cell and egg cell in vertebrate animals and plants.

Differentiate seeds and spores and their role in plant reproduction.

**Lesson 13: Life Cycles**

Define the term *life cycle*.

Describe the life cycle of vertebrates (for example, dog, bird, frog).

Describe the life cycle of invertebrates (for example, contrast complete metamorphosis with incomplete metamorphosis of insects).

**Lesson 14: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 15: Unit Review**

Explain how different organ systems function and recognize that failure of any part may affect the entire system.

Compare major features and functions of plant and animal systems.

Describe ways individuals within a species can differ from each other and from other species.

Explain how different organisms reproduce.

Describe the life cycle of an organism.

**Lesson 16: Unit Assessment**

Explain how different organ systems function and recognize that failure of any part may affect the entire system.

Compare major features and functions of plant and animal systems.

Describe ways individuals within a species can differ from each other and from other species.

Explain how different organisms reproduce.

Describe the life cycle of an organism.

**Unit 9: Interdependence of Life Summary**

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.

### **Lesson 1: Organisms and their Needs**

Identify the basic needs of living organisms: food, water, oxygen (animals) or carbon dioxide (plants), and appropriate environmental conditions (e.g., temperature, shelter, and space).

Explain the importance of water to living organisms.

### **Lesson 2: Staying Balanced**

Define homeostasis as the tendency of an organism to regulate its internal conditions to maintain good health.

Explain and give examples of how organisms maintain internal stability as external environments change.

Explain that the normal growth, development, maintenance, and reproduction of an organism may be altered by changes in the external environment.

### **Lesson 3: Responses**

Describe ways that organisms respond to internal stimuli, such as hunger or thirst.

Describe ways that organisms respond to external stimuli, such as the presence or absence of heat or light.

Explain how plants respond to changed conditions or external stimuli.

### **Lesson 4: Ecosystems**

Define an ecosystem as a community of organisms living together and interacting in a particular physical environment.

Distinguish between biotic and abiotic factors of an environment.

Recognize that the number and types of organisms an ecosystem can support depend on available resources and abiotic factors (light and water, temperature range, soil composition, etc.).

### **Lesson 5: Populations**

Define population as a group of individuals of the same species that exist together at a given place and time.

Define community as a group of organisms or populations living and interacting within a specific environment, and give examples.

Describe and give examples of how overpopulation may affect an ecosystem.

### **Lesson 6: Cycles in Nature**

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Explain the carbon cycle and the nitrogen cycle and tell why these cycles are important in ecosystems.

Recognize the key role of carbon in the chemistry of living things in an entire ecosystem.

Explain how dead plants and animals, which are broken down by other living organisms (microorganisms and fungi), contribute to the cycling and recycling of matter (including carbon and nitrogen) through an ecosystem.

**Lesson 7: Plant Processes**

Identify plant structures involved in photosynthesis.

Describe the process of photosynthesis.

State the purpose of photosynthesis.

Identify the products of photosynthesis.

Identify plant structures involved in cellular respiration.

Describe the process and products of cellular respiration.

Compare the processes of photosynthesis and cellular respiration.

Explain the purpose and process of transpiration.

Describe stomata.

Summarize the role of stomata in plants.

**Lesson 8: Food Chains**

Define and give examples of producers, consumers, and decomposers in an ecosystem.

Describe the interaction of producers, consumers, and decomposers in an ecosystem.

Interpret a diagram of a food chain and explain the interactions represented.

**Lesson 9: Food Webs**

Create and interpret a diagram of a food web and explain the interactions represented.

Categorize populations by the functions they serve in an ecosystem.

Compare and contrast food chains and food webs.

Recognize that all organisms are part of and depend on two main interconnected global food webs: the ocean food web and the land food web.

**Lesson 10: LAB: A New Organism in the Food Web**

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Recognize that the introduction of a new species to an ecosystem can disrupt the balance of that ecosystem.

**Lesson 11: Competitive Relationships**

Give examples of competition in specific environments (freshwater, ocean, forest, desert, grassland, mountain region, etc.).

Describe the interaction of predators and prey in a specific area and relate the interaction to competition for resources.

**Lesson 12: Cooperative Relationships**

Differentiate cooperative and competitive relationships among organisms (predator-prey, parasitism, mutualism, and commensalism).

**Lesson 13: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 14: Equilibrium and Ecological Succession**

Define ecological succession.

Explain how organisms that populate ecosystems are well adapted to the environmental conditions.

Describe the conditions that lead to primary succession.

Describe the conditions that lead to secondary succession.

Name and identify pioneer species.

Name and identify opportunist species.

Compare plant growth that occurs in primary and secondary succession.

Define a climax community and its characteristics.

Explain the end result of ecological succession.

**Lesson 15: Unit Review**

Apply knowledge and skills to demonstrate mastery of content presented in all lessons included in Semester Two.

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for semester exam.

Locate Unit Nine Lesson Objectives under Unit Resources, Reference tab.

**Lesson 16: Unit Assessment**

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Define ecological succession.

Define a climax community and its characteristics.

Define an ecosystem as a community of organisms living together and interacting in a particular physical environment.

Distinguish between biotic and abiotic factors of an environment.

Recognize that the number and types of organisms an ecosystem can support depend on available resources and abiotic factors (light and water, temperature range, soil composition).

Describe the relationships among organisms in a food web.

Recognize that the amount of usable energy available to organisms decreases at each trophic level of a food chain or web.

Create and interpret a diagram of a food web, and explain the interactions represented.

Categorize populations by the functions they serve in an ecosystem.

Describe the interaction of producers, consumers, and decomposers in an ecosystem.

Give examples of competition in specific environments (freshwater, ocean, forest, desert, grassland, mountain region).

Interpret a diagram of a food chain, and explain the interactions represented.

Define population as a group of individuals of the same species that exist together at a given place and time.

Recognize the key role of carbon in the chemistry of living things in an entire ecosystem.

Explain the carbon cycle and the nitrogen cycle, and tell why these cycles are important in ecosystems.

Identify the basic needs of living organisms: food, water, oxygen (animals) or carbon dioxide (plants), and appropriate environmental conditions (for example, temperature, shelter, and space).

Describe the process of photosynthesis.

Identify plant structures involved in photosynthesis.

Explain the purpose and process of transpiration.

Describe stomata.

Summarize the role of stomata in plants.

Differentiate cooperative and competitive relationships among organisms (predator-prey, parasitism, mutualism, and commensalism).

Describe the interaction of predators and prey in a specific area, and relate the interaction to competition for resources.

Describe ways that organisms respond to external stimuli, such as the presence or absence of heat or light.

**Unit 10: Genetics Summary**

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.

### Lesson 1: Mendel's Pea Plants

Summarize Mendel's contributions to the field of genetics.

Describe how genetic information is passed from parents to offspring.

Identify traits as genetically determined characteristics and give examples of traits (for example, eye color, leaf shape).

Distinguish between dominant and recessive traits.

Explain how genes and chromosomes determine hereditary traits.

Describe DNA as a blueprint for life.

### Lesson 2: Your Choice

Practice skills and reinforce concepts taught in this course.

### Lesson 3: Genes and Alleles

Define *gene* as the basic unit of inheritance.

Define *allele* as one of form of a gene.

Distinguish between dominant and recessive traits.

Explain that dominant alleles result in the expression of dominant traits.

### Lesson 4: Similarities Among Organisms

Define *species* as a group of organisms closely resembling one another and able to interbreed.

Describe ways that external and internal anatomical features may be similar among organisms.

Explain that anatomical similarities among organisms occur at the cellular level through genes and chromosomes.

### Lesson 5: Chromosomes

Explain that DNA is a "blueprint for life" that is coded into a double-helix structure.

Define chromosome as a structure that contains a single long DNA molecule and associated proteins.

Explain that one strand of DNA is made of many genes, and that DNA is packed into the chromosomes of a cell.

Describe the relationships of cells, chromosomes, and genes.

Describe how RNA acts like a messenger that delivers genetic code information

**Lesson 6: Genetic Engineering**

Explain how selective breeding and natural selection can change the genetic makeup of organisms.

Describe the role of genetic technologies and their influence on genetic change.

**Lesson 7: Unit Review**

Apply knowledge and skills to demonstrate mastery of content presented in all lessons included in Unit 10.

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for the semester exam.

Locate Unit 10 Lesson Objectives under Unit Resources, Reference tab.

**Lesson 8: Unit Assessment**

Explain how genes and chromosomes determine hereditary traits.

Describe DNA as a blueprint for life.

Summarize Mendel's contributions to the field of genetics.

Describe how genetic information is passed from parents to offspring.

Identify traits as genetically determined characteristics and give examples of traits (eye color, leaf shape).

Define gene as the basic unit of inheritance.

Define allele as one of form of a gene.

Distinguish between dominant and recessive traits.

Explain that dominant alleles result in the expression of dominant traits.

Define species as a group of organisms closely resembling one another and able to interbreed.

Explain that anatomical similarities among organisms occur at the cellular level through genes and chromosomes.

Explain that DNA is a "blueprint for life" that is coded into a double-helix structure.

Describe how RNA acts like a messenger that delivers genetic code information.

Explain how selective breeding and natural selection can change the genetic makeup of organisms.

Describe the role of genetic technologies and their influence on genetic change.

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

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

**Lesson 1: Semester Two Review**

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for semester exam.

Locate Semester Two Lesson Objectives under Unit Resources, Reference tab.

**Lesson 2: Semester Two Assessment**

Describe the role of the human body's immune system.

Describe the function of the digestive and excretory systems in organisms.

Identify the structure of the digestive and excretory systems and organs within these systems.

Identify the structure of the circulatory system and organs within this system for different organisms.

Define population as a group of individuals of the same species that exist together at a given place and time.

Describe energy flow in ecosystems, including the role of producers and consumers.

Explain how organ systems (organs, tissues, and cells) function, and recognize that failure of any part may affect the entire system.

Categorize populations by the functions they serve in an ecosystem.

Explain the hierarchical relationships of cells, tissues, organs, and organ systems.

Distinguish between biotic and abiotic factors of an environment.

Recognize that the number and types of organisms an ecosystem can support depend on available resources and abiotic factors (light and water, temperature range, soil composition, etc.).

Summarize Mendel's contributions to the field of genetics.

Define gene as the basic unit of inheritance.

Explain that DNA is a "blueprint for life" that is coded into a double-helix structure.

Define chromosome as a structure that contains a single long DNA molecule and associated proteins.

Explain that one strand of DNA is made of many genes, and that DNA is packed into the chromosomes of a cell.

Describe how RNA acts like a messenger that delivers genetic code information.

Explain how selective breeding and natural selection can change the genetic makeup of organisms.

Identify the three basic challenges all organisms must meet.

Define homeostasis as the tendency of an organism to regulate its internal conditions to maintain good health.

Identify the seven characteristics of living things.

Recognize that Linnaeus created the first accepted scientific method for naming organisms.

Explain how organisms are related based on a hierarchy of groups and subgroups.

Recognize that many organisms are multicellular, and describe their advantages.

Recognize that carbon has a central role in the chemistry of living organisms.

Identify plant structures involved in photosynthesis.

Define a climax community and its characteristics.

Explain the purpose and process of transpiration.

Describe stomata.

### **Unit 12: Science Investigation Summary**

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.

#### **Lesson 1: Scientific Methods**

Describe a scientific investigation as observational or experimental.

Pose a specific question that can be investigated with scientific experimentation.

Distinguish a scientific investigation from a demonstration.

#### **Lesson 2: Design and Set Up Your Experiment**

Formulate a hypothesis that is based on available information.

Design an investigation to test a hypothesis and gather information.

Identify independent and dependent variables, constraints, and controls in an investigation.

State the purpose of the experiment.

Write a step-by-step procedure for the scientific investigation.

#### **Lesson 3: Data Collection**

Design a data collection table to collect estimates, measurements, and results.

Measure, record, calculate, and report results, using metric units.

Collect data during a scientific investigation.

Find the mean and mode for a data set.

**Lesson 4: Data Analysis**

Determine appropriate ways to report data from an investigation

Use graphs and charts to share experimental data.

**Lesson 5: Reporting Conclusions**

Draw conclusions based on the results of an investigation.

Identify possible sources of error in the experiment and in the data collected.

Identify sources of information used in scientific research.

Summarize an investigation in a written report.

**Lesson 6: Your Choice**

Practice skills and reinforce concepts taught in this course.

**Lesson 7: Create a Display**

Display scientific data using tables, charts, graphs, visuals, and written descriptions

**Lesson 8: Oral Presentation**

Develop a plan for an oral presentation.

Communicate orally the background, methods, results, interpretation, and conclusions of an investigation.

## Syllabus

### Texas Social Studies – Grade 7

#### Teacher Contact Information

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

**Course 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.

**Prerequisite Requirements:** Course completion or grade placement.

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

**Monitoring Student Progress:** Each social studies 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, 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 K<sup>12</sup> provides:

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

Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>

**Unit and Lesson Detail:**

**Unit 1 Summary: 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.

**Lesson 1: Texas's Geography**

Understand how geography affects people and places.

Explain the difference between absolute and relative location.

Identify types of physical and human characteristics found in Texas's regions.

Tell why the study of geography is important.

**Lesson 2: Texas's Natural Resources**

Identify important Texas landforms and bodies of water.

Summarize ways Texans have adapted to and modified existing land and water resources.

Describe Texas's three vegetation regions.

Explain the importance of Texas's mineral resources.

**Lesson 3: Skill: Use a Map Key**

Organize and apply information from a map key, scale, and compass rose to interpret a map.

**Lesson 4: Texas's Climate**

Explain ways that absolute location affects Texas's climate.

Explain ways that relative location affects Texas's climate.

Describe the effect of elevation on temperature and rainfall.

**Lesson 5: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 6: The Coastal Plains Region**

Locate the Coastal Plains region.

Identify the geographic subsections of the Coastal Plains region.

Describe important physical characteristics of the Coastal Plains region.

Describe important human characteristics of the Coastal Plains region.

**Lesson 7: The North Central Plains Region**

Locate the North Central Plains region.

Identify the geographic subsections of the North Central Plains region.

Describe important physical characteristics of the North Central Plains region.

Describe important human characteristics of the North Central Plains region.

**Lesson 8: Skill: Reading a Special Purpose Map**

Organize and apply information from a map key, scale, and compass rose to interpret a special purpose map.

**Lesson 9: The Great Plains Region**

Locate the Great Plains region.

Identify the geographic subsections of the Great Plains region.

Describe important physical characteristics of the Great Plains region.

Describe important human characteristics of the Great Plains region.

**Lesson 10: The Mountains and Basins Region**

Locate the Mountains and Basins region.

Describe important physical characteristics of the Mountains and Basins region.

Describe important human characteristics of the Mountains and Basins region.

**Lesson 11: Unit Review**

Review information presented in previous lessons.

**Lesson 12: Unit Assessment**

Explain the difference between absolute and relative location.

Tell why the study of geography is important.

Explain ways that absolute location affects Texas's climate.

Describe important human characteristics of the Coastal Plains region.

Describe important human characteristics of the Great Plains region.

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Describe important human characteristics of the Mountains and Basins region.

Describe important human characteristics of the North Central Plains region.

Describe important physical characteristics of the Great Plains region.

Describe important physical characteristics of the Mountains and Basins region.

Describe Texas's three vegetation regions.

Describe the affect of elevation on temperate and rainfall.

Identify important Texas landforms and bodies of water.

Identify the geographic subsections of the Coastal Plains region.

Identify the geographic subsections of the North Central Plains region.

Locate the Coastal Plains region.

Locate the Mountains and Basins region.

Locate the North Central Plains region.

Organize and apply information from a map key, scale, and compass rose to interpret a map.

Summarize ways Texans have adapted to and modified existing land and water resources.

**Unit 2 Summary: 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.

**Lesson 1: The First Texans**

Explain how and why early people arrived in Texas.

Identify ways that early Native Americans adapted to and modified their environment.

Compare the ways that Stone Age and Archaic Age peoples obtained food.

Describe the importance of the shift from hunting to farming.

Identify the four cultural groups living in Texas at the time the first Europeans arrived.

**Lesson 2: Skill: Identify Primary and Secondary Sources**

Identify common types of primary and secondary sources.

Differentiate between primary and secondary sources.

**Lesson 3: Introduction to Texas's Southeastern and Gulf Cultures**

Compare and contrast early peoples in Texas.

Explain early Native American spiritual beliefs.

Identify Native American farmer and gatherer peoples.

**Lesson 4: Texas's Southeastern and Gulf Native American Peoples**

Describe the ways of life of Southeastern and Gulf peoples in Texas before the arrival of Europeans.

Compare and contrast Southeastern and Gulf peoples in Texas.

Describe ways that Southeastern and Gulf peoples adapted to and modified their physical environment.

Identify ways that European exploration affected Southeastern and Gulf peoples in Texas.

**Lesson 5: Pueblo Cultures in Texas**

Describe the ways of life of Pueblo peoples in Texas before the arrival of Europeans.

Compare and contrast Pueblo peoples with other Native Americans in Texas.

Describe ways that Pueblo peoples adapted to and modified their physical environments.

Identify ways that European exploration affected Pueblo peoples in Texas.

**Lesson 6: Plains Cultures in Texas**

Describe the ways of life of Plains peoples in Texas before the arrival of Europeans.

Compare and contrast Plains peoples with other Native American peoples in Texas.

Describe ways that Plains peoples adapted to and modified their physical environments.

Identify ways that European exploration affected Plains peoples.

**Lesson 7: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 8: Unit Review**

Review information presented in previous lessons.

**Lesson 9: Unit Assessment**

Explain how and why early people arrived in Texas.

Identify ways early Native Americans adapted to and modified their environment.

Compare the ways that Stone Age and Archaic Age peoples obtained food.

Describe the importance of the shift from hunting to farming.

Compare and contrast early peoples in Texas.

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- Identify the four cultural groups living in Texas at the time the first Europeans arrived.
- Identify common types of primary and secondary sources.
- Differentiate between primary and secondary sources.
- Explain early Native American spiritual beliefs.
- Identify Native American farmer and gatherer peoples.
- Describe ways of life of Southeastern and Gulf peoples in Texas.
- Compare and contrast Southeastern and Gulf peoples in Texas.
- Describe ways that Southeastern and Gulf peoples adapted to and modified their physical environment.
- Identify ways that European exploration affected Southeastern and Gulf peoples in Texas.
- Compare and contrast Pueblo peoples with other Native Americans in Texas.
- Describe the ways of life of Plains peoples in Texas before the arrival of Europeans.
- Describe ways that Pueblo peoples adapted to and modified their physical environments.
- Compare and contrast Plains peoples with other Native American peoples in Texas.
- Describe ways that Plains peoples adapted to and modified their physical environments.
- Identify ways that European exploration affected Plains peoples.

**Unit 3 Summary: 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.

**Lesson 1: Europeans Arrive in North America**

- Give reasons why the first Spaniards explored the Americas.
- Explain the significance of the year 1519.
- Identify early European explorers and their findings.
- Describe successes and challenges in early European exploration.

**Lesson 2: Skill: Write Analytical Questions**

- Analyze information by developing relevant analytical questions.

**Lesson 3: Spanish Explorers**

Explain why Spaniards explored Texas.

Identify important Spanish explorers and their findings

Analyze the effects of Texas's physical factors on Spanish exploration.

**Lesson 4: The French in Texas**

Identify and explain the importance of La Salle.

Describe La Salle's expedition and their findings.

Describe the effects of La Salle's expedition on Texas.

**Lesson 5: Spanish Missions in Texas**

Describe the creation of Spanish missions in Texas.

Identify important Spanish and French settlers during the late 1600s and 1700s.

Analyze the effects of physical factors on Spanish and French settlement.

Explain the relationships between Spanish and French settlers and Native Americans.

**Lesson 6: The Spanish Settle East Texas**

Identify important individuals in the Spanish settlement of East Texas.

Explain Spanish purposes for and methods of settlement in East Texas.

Locate important Spanish settlements in East Texas.

Analyze the effects of human factors on the Spanish settlement of Texas.

**Lesson 7: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 8: Skill: Compare and Contrast**

Analyze information by comparing and contrasting.

**Lesson 9: Life in Spanish Texas**

Describe daily life on settlements and missions in Spanish Texas.

Explain why Native Americans chose to accept or reject mission life.

Describe aspects of Texas's Tejano heritage.

**Lesson 10: Changes in Spanish Texas**

Describe reasons why Spanish missions in East Texas closed.

List ways that the physical factors of Texas affected Spanish settlement.

State Spanish contributions to the American Revolution.

Explain the importance of the Adams-

Identify important individuals and their impact on Spanish Texas during the late 1700s and early 1800s.

**Lesson 11: Skill: Understand Cause and Effect**

Analyze information by identifying cause-and-effect relationships.

Understand that events can be both causes and effects.

**Lesson 12: Unit Review**

Review information presented in previous lessons.

**Lesson 13: Unit Assessment**

Give reasons why the first Spaniards explored the Americas.

Identify important individuals in the Spanish settlement of East Texas.

Describe the effects of LaSalle's expedition on Texas.

Explain the relationships between Spanish and French settlers and Native Americans

Analyze information by comparing and contrasting.

Describe daily life on settlements and missions in Spanish Texas.

Analyze information by developing relevant analytical questions.

Explain Spanish purposes for and methods of settlement in East Texas.

Analyze information by identifying cause and effect relationships.

Analyze the effects of Texas's physical factors on Spanish exploration.

Locate important Spanish settlements in East Texas.

Explain why Native Americans choose to accept or reject mission life.

Identify early European explorers and their findings.

Describe LaSalle's expedition and their findings.

Explain the significance of the year 1519.

Describe reasons why Spanish missions in East Texas closed.

Analyze the effects of human factors on the Spanish settlement of Texas.

Describe aspects of Texas's Tejano heritage.

State Spanish contributions to the American Revolution.

Explain the importance of the Adams-Onís Treaty.

#### **Unit 4 Summary: 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.

#### **Lesson 1: Calls for Independence**

Explain the goals and actions of Father Miguel Hidalgo y Costilla.

Describe the Gutiérrez-Magee Expedition.

Identify important revolutionary and Spanish leaders and their accomplishments.

#### **Lesson 2: Texas's Spanish Legacy**

Explain the significance of the year 1821.

Describe Texas at the time of the end of Spanish rule.

Identify Spanish influence on place names in Texas.

Identify Spanish influence on language used in Texas, such as words stemming from Spanish ranching practices.

#### **Lesson 3: Anglo American Colonization Begins**

Identify the contributions of Moses Austin to the colonization of Texas.

Identify the contributions of Stephen F. Austin to the colonization of Texas.

Contrast the Anglo purposes for and methods of colonization with those of Spain.

Describe ways that Texan colonists adapted to and modified the land.

Explain how geographic factors influenced the settlement of Texas.

#### **Lesson 4: Skill: Make a Time Line**

Apply absolute and relative chronology by sequencing important events and people.

Organize and interpret information from a time line.

#### **Lesson 5: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

#### **Lesson 6: Colonization and Empresarios**

Describe the effects of the Mexican Constitution of 1824 on Texas.

Explain how the Texas colonization system affected the development of Texas.

Identify successful empresarios and their accomplishments.

**Lesson 7: The People of the Colonies**

Describe the major characteristics of the era of Anglo colonization of Texas.

Explain where colonists settled in Texas and their reasons for choosing those locations.

Identify important colonists and their contributions to Texas.

**Lesson 8: Rising Tensions with Mexico**

Describe early events leading up to the Texas Revolution.

Identify the importance of the Republic of Fredonia.

Explain the effects of the Law of April 6, 1830 on Texas settlers and leaders.

**Lesson 9: Unit Review**

Review information presented in previous lessons.

**Lesson 10: Unit Assessment**

Describe ways that Texan colonists adapted to and modified the land.

Explain the significance of the year 1821.

Contrast the Anglo purposes for and methods of colonization to those of Spain.

Identify Spanish influence on language used in Texas, such as words stemming from Spanish

Describe early events leading up to the Texas Revolution.

Describe Texas at the time of the end of Spanish rule.

Identify important revolutionary and Spanish leaders and their accomplishments.

Explain the effects of the Law of April 6, 1830, on Texas settlers and leaders.

Identify Spanish influence on place names in Texas.

Describe the effects of the Mexican Constitution of 1824 on Texas.

Organize and interpret information from a time line.

Apply absolute and relative chronology by sequencing important events and people.

Identify successful empresarios and their accomplishments.

Explain where colonists settled in Texas and their reasons for choosing those locations.

Describe the major characteristics of the era of Anglo colonization of Texas.

Describe the Gutierrez-Magee Expedition.

Identify the importance of the Republic of Fredonia.

### **Unit 5 Summary: Moving Toward Independence**

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.

#### **Lesson 1: Protests and Progress**

Describe events leading up to the Texas Revolution.

Identify the events of the Anahuac protest.

Explain the Turtle Bayou Resolutions.

#### **Lesson 2: Texan Resentment Grows**

Explain the causes for and effects of the imprisonment of Stephen F. Austin.

Identify important individuals and their contributions to the events leading up to the Texas Revolution.

Describe the reasons for, support for, and opposition to the Consultation.

Identify Antonio Lopez de Santa Anna.

#### **Lesson 3: Skill: Identify Bias**

Identify bias in writing, speeches, or images.

Explain how bias relates to an author's point of view.

#### **Lesson 4: The Texas Revolution**

Describe the importance of the Battle of Gonzales.

State the significance of the Army of the People.

Explain the events of the Consultation.

Identify Sam Houston and her role in the Texas Revolution.

#### **Lesson 5: Skill: Evaluate a Website**

Analyze a website to determine information about its author, content, and sources of information.

Evaluate the validity of the information contained in a website.

#### **Lesson 6: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 7: Victory at San Antonio**

Explain the events of the "Grass Fight."

Identify Texan military leaders.

Describe the capture of San Antonio by the Texas army.

State the role of Juan Seguín in the Texas Revolution.

Identify problems faced by the provisional government.

**Lesson 8: Texas Declares Independence**

Identify the significance of the year 1836.

Explain the actions of the Convention of 1836.

Describe the contents of the Constitution of Texas.

Name important members of Texas's independent government.

**Lesson 9: Santa Anna Moves North**

Describe the state of the Texas army at the beginning of 1836.

Explain the events leading up to the Battle of the Alamo.

Identify the contributions made by William B. Travis.

**Lesson 10: Unit Review**

Review information presented in previous lessons.

**Lesson 11: Unit Assessment**

Describe the importance of the Battle at Gonzales.

Explain the actions of the Convention of 1836.

Identify the Anahuac protest and its effects.

Identify the significance of the Army of the People.

Describe the state of the Texas army at the beginning of 1836.

Identify the Anahuac protest and its effects.

Describe the capture of San Antonio by the Texas army.

Explain the events leading up to the Battle of the Alamo.

Identify Sam Houston and her role in the Texas Revolution.

Analyze a website to determine information about its author, content, and sources of information.

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Evaluate the validity of information contained in a website.

Explain the Turtle Bay Resolutions.

Identify Texan military leaders.

Explain the causes for and effects of the imprisonment of Stephen F. Austin.

Identify problems faced by the provisional government.

Explain the events of the Consultation.

Identify important members of Texas's independent government.

Identify bias in writing, speeches, or images.

Explain the events leading up to the Battle of the Alamo.

Explain the events of the "Grass Fight."

**Unit 6 Summary: 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.

**Lesson 1: Texans Prepare for Battle**

Describe the importance and the location of the Alamo.

Identify important individuals who fought at the Alamo.

Explain the events leading up to the Battle at the Alamo.

**Lesson 2: The Fall of the Alamo**

Describe the advantages held by Texan and Mexican forces at the Alamo.

Sequence the events at the Alamo.

State important details about events at the Alamo.

Describe the lasting effects of the battle at the Alamo on Texas's fight for independence.

**Lesson 3: Skill: Identifying Main Ideas**

Analyze a text to learn its main idea and supporting details.

**Lesson 4: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 5: Early Mexican Victories**

Describe the battles that occurred in South Texas.

Identify the role played by James Fannin in the Texas Revolution.

Explain the significance and effects of Fannin's surrender at Coleto.

**Lesson 6: Houston's Army**

Explain the reasons for Santa Anna's decision to stay in Texas in the spring of 1836.

Describe the actions of Sam Houston to strengthen Texas's army.

Trace the movements of the Mexican and Texas armies in the spring of 1836.

**Lesson 7: Skill: Read a Diagram**

Identify the components of a diagram, such as titles, labels, and symbols.

Interpret visual information from a diagram.

**Lesson 8: The Battle of San Jacinto**

Explain the effect of the geography on the Battle of San Jacinto.

Identify the contributions of Tejanos to the battle.

Describe the events of the Battle at San Jacinto.

**Lesson 9: The Aftermath of San Jacinto**

Tell the effects of the Battle of San Jacinto on the Texas and Mexican armies.

Identify the contributions of the Texan navy to the Texas Revolution.

Describe the contents of the Treaties of Velasco.

Explain the lasting effects of the victory at San Jacinto.

**Lesson 10: Unit Review**

Review information presented in previous lessons.

**Lesson 11: Unit Assessment**

Describe the location and importance of the Alamo.

Analyze a text to determine its main idea and supporting details.

Identify the role played by James Fannin in the Texas Revolution.

Describe the advantages held by Texan and Mexican forces at the Alamo.

Identify the contributions of Tejanos to the battle.

Describe the battles that occurred in South Texas.

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Identify important individuals who fought at the Alamo and their contributions to the battle.

Explain the significance and effects of Fannin's surrender at Goliad.

Describe the contents of the Treaties of Velasco.

Describe the movement of the Mexican and Texas armies in the spring of 1836.

Describe the actions of Sam Houston to strengthen her army.

Explain the effect of geography on the Battle of San Jacinto.

Describe the lasting effects of the battle at the Alamo on Texas's fight for independence.

Describe the events at the Battle of San Jacinto.

Explain the effects of the Battle of San Jacinto on the Texas and Mexican armies.

Explain the reasons for Santa Anna's decision to stay in Texas in the spring of 1836.

Explain the lasting effects of the victory at San Jacinto.

Describe the contributions of the Texan navy to the Texas Revolution.

Interpret visual information from a diagram.

Identify the components of a diagram, such as title, labels, and symbols.

**Unit 7 Summary: 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.

**Lesson 1: The New Republic of Texas**

Identify the roles of Sam Houston and Mirabeau B. Lamar during the foundation of the Republic of Texas.

Describe problems faced by the new Republic of Texas.

Explain reasons why Texans wished to be annexed by the United States.

Identify the effects of the release of Santa Anna.

**Lesson 2: Lamar's Presidency**

Explain the election and policies of Mirabeau B. Lamar.

Describe the effects of geography on the selection of a site for the Texan capital.

Identify the causes and effects of conflict between Texans and Native Americans.

Explain the role of the Texas Rangers.

**Lesson 3: Challenges of Houston's Second Presidency**

Describe Houston's actions during her second presidency regarding finances and Native American affairs.

Explain the conflicts between Texans and Mexicans that occurred in 1842 and 1843.

Identify the causes and effects of the Regulator-Moderator War.

**Lesson 4: Skill: Determine Fact and Opinion**

Distinguish between fact and opinion in a text.

Evaluate the reliability of a text, based on its content.

**Lesson 5: Texas Statehood**

Explain the issues surrounding the "Texas Question."

Identify the significance of the presidential election of 1844.

Describe the causes of and events leading up to Texas statehood.

Identify the significance of the year 1845.

**Lesson 6: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 7: The New Colonists**

Explain Texas's rapid population growth in the 1830s and 1840s.

Describe geographic factors that affected population growth in Texas.

Explain why immigrants chose to come to Texas.

Identify problems faced by African Americans and Mexican Americans in Texas.

**Lesson 8: Farms, Ranches, and Settlement**

Describe daily life on Texas farms and ranches in the mid-1800s.

Explain ways that Texas's geography helped shape farming and ranching.

Identify ways that immigration to Texas in the 1800s influenced the state's growth.

Explain the physical and human factors that influenced population growth in various regions of Texas.

**Lesson 9: Lives of Texans**

Describe ways that Texans made a living in the mid-1800s.

Analyze the effects of transportation and communication improvements on Texas.

Describe social events, educational opportunities, and religious practices of Texans.

**Lesson 10: Unit Review**

Review information presented in previous lessons.

**Lesson 11: Unit Assessment**

Identify the roles of Sam Houston and Mirabeau B. Lamar during the foundation of the Republic of Texas.

Explain reasons why Texans wished to be annexed by the United States.

Explain the issues surrounding the "Texas Question."

Explain the role of the Texas Rangers.

Identify the significance of the presidential election of 1844.

Explain the views of Mirabeau B. Lamar regarding annexation.

Identify the causes and effects of conflict between Texans and Native Americans.

Describe the effects of geography on the selection of a site for the Texan capital.

Describe Houston's actions during her second presidency regarding finances and Native American affairs.

Explain Texas's rapid population growth in the 1830s and 1840s.

Describe problems faced by the new Republic of Texas.

Evaluate the reliability of a text based on its content.

Explain the conflicts between Texans and Mexicans that occurred in 1842 and 1843.

Identify problems faced by African Americans and Mexican Americans in Texas.

Identify the significance of the year 1845.

Explain why immigrants chose to come to Texas.

Describe ways that Texans made a living in the mid 1800s.

Describe daily life on Texas farms and ranches in the mid-1800s.

Explain the physical and human factors that influenced population growth in various regions of Texas.

Analyze the effects of transportation and communication improvements on Texas.

**Unit 8 Summary: 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.

**Lesson 1: Texas's New Government**

- Identify the significance of the year 1845.
- Describe the contents of the Constitution of 1845.
- Compare and contrast political parties in Texas.
- Explain problems of the Texas reservation system.

**Lesson 2: The Mexican-American War**

- Explain the causes of conflict between Texas and Mexico.
- Describe the contributions of Texans to the Mexican-American War.
- Identify the significance of the Treaty of Guadalupe Hidalgo.
- Explain how the Compromise of 1850 affected the growth of Texas.

**Lesson 3: Skill: Draw Conclusions**

- Analyze information by drawing conclusions about a text.
- Determine the accuracy of conclusions by checking them against a text.

**Lesson 4: The New Texans**

- Explain why different immigrant groups came to Texas in the mid-1800s.
- Identify difficulties faced by Mexican Americans in Texas.
- Describe the influence of immigrants on Texas and its culture.

**Lesson 5: (Optional) Your Choice**

- Explore knowledge and skills taught in this course.

**Lesson 6: Texas Joins the Confederacy**

- Identify the significance of the year 1861.
- Explain the causes of tension between Northern and Southern states.
- Explain reasons why Texas seceded from the United States.

**Lesson 7: Texans in the Civil War**

- Identify important Texans who fought in the Civil War.
- Explain why most Texans supported the Confederacy.
- Explain why some Texans supported the Union.
- Describe battles of the Civil War fought in Texas.

**Lesson 8: The Effects of the War**

Describe daily life for Texans during the Civil War era.

Explain the social and economic effects of the Civil War on Texans.

Identify the effects of the end of the Civil War on Texans.

**Lesson 9: Skill: Identifying Point of View**

Identify points of view in a text.

Identify the context of a text.

**Lesson 10: Unit Review**

Review information presented in previous lessons.

**Lesson 11: Unit Assessment**

Identify the significance of the year 1845.

Explain why different immigrant groups came to Texas in the mid 1800s.

Describe the contributions of Texans to the Mexican-American War.

Describe daily life for Texans during the Civil War.

Describe battles of the Civil War fought in Texas.

Compare and contrast political parties in Texas.

Identify the significance of the Treaty of Guadalupe Hildago.

Identify the significance of the year 1861.

Determine the accuracy of conclusions by checking them against a text.

Explain reasons why Texas seceded from the United States.

Identify the effects of the end of the Civil War on Texans.

Explain how the Compromise of 1850 affected the growth of Texas.

Explain the causes of tension between Northern and Southern states.

Describe the contents of the Constitution of 1845.

Explain why some Texans supported the Union.

Identify points of view in a text.

Explain the social and economic effects of the Civil War on Texans.

Identify difficulties faced by Mexican Americans in Texas.

Explain problems of the Texas reservation system.

**Unit 9 Summary: 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.

**Lesson 1: Review 1**

Review important knowledge and skills in Units 1-2.

**Lesson 2: Review 2**

Review important knowledge and skills in Units 3-4.

**Lesson 3: Review 3**

Review important knowledge and skills in Units 5-6.

**Lesson 4: Review 4**

Review important knowledge and skills in Units 7-8.

**Lesson 5: Semester 1 Assessment**

Demonstrate mastery of important knowledge and skills in Semester 1 of the course.

Locate Texas's regions and subsections.

Explain how Texans have adapted to and modified existing land and water resources.

Organize and apply information from a map key, scale, and compass rose to read maps.

Explain how early people made their way to Texas and adapted to and changed their environment.

Compare and contrast Native American peoples in Texas.

Compare and contrast political parties in Texas.

Identify important individuals in the settlement of Texas.

Summarize reasons why the first Spaniards explored and built settlements in North America.

Recognize Spanish influence on place names and language in Texas.

Identify important revolutionary and Spanish leaders and empresarios and their accomplishments

Describe events leading up to the Texas Revolution.

Explain the roles of important people involved in events leading up to the Texas Revolution.

Identify bias and explain how it relates to an author's point of view.

Explain the importance of the Alamo and its effects on the fight for Texas independence.

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State the importance of the Battle of San Jacinto and its effects on the Texas Revolution.

Identify the roles of important leaders during the foundation of the Republic of Texas.

Explain how Texas became a state.

Distinguish between fact and opinion.

Explain causes of tension between the North and South that led to the Civil War and reasons that Texas joined the Confederacy.

State the social and economic effects of the Civil War on Texas.

**Unit 10 Summary: 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.

**Lesson 1: Reconstruction Begins**

State characteristics of the Reconstruction Era.

Explain the importance of Juneteenth.

Describe the process required for Texas to rejoin the United States.

Describe the work done by the Freedmen's Bureau.

Identify the immediate effects of Reconstruction on Texas's population.

**Lesson 2: Skill: Identify Problems**

Use problem-solving skills to identify and clearly state a problem.

**Lesson 3: Congressional Reconstruction**

Describe some problems facing Texas during Reconstruction.

Identify the Thirteenth, Fourteenth, and Fifteenth Amendments, and describe Texans' response to these amendments.

Explain the effects of Reconstruction on Texas's government.

Describe the end of Reconstruction.

**Lesson 4: Life in West Texas**

Describe the conflicts between Native Americans and settlers in West Texas.

Explain the purposes and effects of the Treaty of Medicine Lodge Creek.

Identify important Native American leaders and their beliefs.

**Lesson 5: Conflict in West and South Texas**

- Summarize the effects of conflicts between settlers and Native Americans.
- Describe the effects of westward expansion on Native Americans in West Texas.
- Explain the significance of the mass slaughter of buffalo.
- Identify problems in South Texas caused by lawlessness.
- Explain the effects of the end of conflict on Native Americans and Anglo settlers.

**Lesson 6: Use a Spreadsheet**

- Understand common features of computerized spreadsheets.
- Explain how to transfer written information to a spreadsheet.

**Lesson 7: (Optional) Your Choice**

- Explore knowledge and skills taught in this course.

**Lesson 8: Unit Review**

- Review information presented in previous lessons.

**Lesson 9: Unit Assessment**

- State characteristics of the Reconstruction Era.
- Explain the importance of Juneteenth.
- Describe the process required for Texas to rejoin the United States.
- Describe the work done by the Freedmen's Bureau.
- Describe the process required for Texas to rejoin the United States.
- Identify the immediate effects of Reconstruction on Texas's population.
- Use problem-solving skills to identify and clearly state a problem.
- Identify the Thirteenth, Fourteenth, and Fifteenth Amendments.
- Explain the effects of Reconstruction on Texas's government.
- Describe the end of Reconstruction.
- Describe the conflicts between Native Americans and settlers in West Texas.
- Explain the purposes and effects of the Treaty of Medicine Lodge Creek.
- Identify important Native American leaders and their beliefs.
- Summarize the effects of conflicts between settlers and Native Americans.

Explain the significance of the mass slaughter of buffalo.

Describe the effects of westward expansion on Native Americans in West Texas.

Identify problems in South Texas due to lawlessness.

Explain the effects of the end of conflict on Native American and on Anglo settlers.

Understand common features of computerized spreadsheets.

Describe some problems facing Texas during Reconstruction.

### **Unit 11 Summary: 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.

#### **Lesson 1: Cattle Ranching in Texas**

Give geographic reasons why Texas was ideal for cattle ranching.

Describe the rise and fall of cattle ranching in Texas.

Describe the economic and social impact of cattle ranching on Texas and Texans.

Identify the effects of the development of barbed wire on Texas's development.

Analyze the effects of technological and transportation improvements on the use of resources.

#### **Lesson 2: Make Generalizations**

Define generalization.

Identify and apply the steps needed to make generalizations.

Analyze a text and make generalizations about its content.

Identify details that support generalizations.

#### **Lesson 3: Ranching as Big Business**

Describe characteristics of the era of Texas ranching.

Explain the economic and social impact of large ranches on Texas and Texans.

Identify the effects of barbed wire on Texas's development.

Describe the decline of the ranching industry.

#### **Lesson 4: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 5: Texas Farms and Farmers**

Explain how West Texans adapted farming techniques to their environment.

Describe the economic importance of cotton.

Analyze the causes and effects of the tenant farmer system on Texas's development.

**Lesson 6: Changes in Post-Reconstruction Texas**

Describe the principles laid out in the Constitution of 1876.

Explain political and social changes in Texas during the late 1800s.

Identify the effect of the expansion of railroads on the development of Texas.

Describe the effects of improved communication via telephone on Texas.

Evaluate the importance of natural resources in the economic development of Texas.

**Lesson 7: Skill: Use a Database**

Understand how to collect and sort facts using a computerized database.

**Lesson 8: The Need for Reform**

Explain the actions of big businesses that led to a need for reform.

Understand farmers' concerns about the railroad.

Describe how trusts affected farmers, merchants, and consumers.

Describe ways that Texans demanded reforms.

Identify actions taken to reform businesses and transportation.

**Lesson 9: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 10: Unit Review**

Review information presented in previous lessons.

**Lesson 11: Unit Assessment**

Give geographic reasons why Texas was ideal for cattle ranching.

Analyze the effects on technological and transportation improvements on the use of resources.

Describe the rise and fall of cattle ranching in Texas.

Identify and apply the steps needed to make generalizations.

Define generalization.

Describe characteristics of the era of Texas ranching.

Explain the economic and social impact of large ranches on Texas and Texans.

Identify the effects of the development of barbed wire on Texas's development.

Describe the decline of the ranching industry.

Analyze the causes and effects of the tenant farmer system on Texas's development.

Explain how West Texans adapted farming techniques to their environment.

Describe the economic importance of cotton.

Analyze the causes and effects of the tenant farmer system on Texas's development.

Describe the principles laid out in the Constitution of 1876.

Describe the effects of improved communication via telephone on Texas.

Understand how to collect and sort facts using a computerized database.

Explain the actions of big businesses that led to a need for reform; Identify actions taken to reform businesses and transportation.

### **Unit 12 Summary: 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.

#### **Lesson 1: Oil in Texas**

Explain the process by which oil formed in Texas.

Identify the effects of oil on Texas and Texans.

#### **Lesson 2: Twentieth-Century Texas**

Explain the effects of weather on the city of Galveston in 1900.

Describe the importance of oil and lumber in the development of Texas.

Analyze the reasons for the growth and importance of Houston and Dallas.

#### **Lesson 3: Skill: Make Inferences**

Analyze information by making inferences about a text.

#### **Lesson 4: Reforms and Discrimination**

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Explain the political effects of Progressivism, including the county commission system, primary elections, and suffrage.

Identify the purpose of the Nineteenth Amendment.

Describe the causes for, purpose of, and effects of the Eighteenth Amendment.

Identify discriminatory practices aimed at African Americans and Mexican Americans.

Describe the efforts of African Americans and Mexican Americans to achieve equality.

**Lesson 5: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 6: World War I**

Understand the United States's involvement in the Mexican Revolution.

Describe the events leading up to the United States's entry into World War I.

Evaluate the social, political, and economic significance of World War I to Texas and Texans.

Explain life on the home front during World War I.

**Lesson 7: Changes After the War**

Identify reasons why Texas benefited economically from World War I.

Describe the economic changes that occurred after the war.

Understand the rise of the Ku Klux Klan.

Explain changes to the daily lives of Texans after the war.

**Lesson 8: Skill: Identify Assumptions**

Understand how assumptions contribute to an author's point of view.

Identify assumptions in a text.

**Lesson 9: Unit Review**

Review information presented in previous lessons.

**Lesson 10: Unit Assessment**

Explain the process by which oil developed in Texas.

Explain the effects of weather on the city of Galveston in 1900.

Describe the importance of oil and lumber in the development of Texas.

Analyze the reasons for the growth and importance of Houston and Dallas.

Analyze information by making inferences about a text.

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Explain the political effects of Progressivism, including the county commission system, primary elections, and suffrage.

Identify the purpose of the Nineteenth Amendment.

Describe the causes for, purpose of, and effects of the Eighteenth Amendment.

Identify why African Americans and Mexican Americans came to Texas in the early 1900s and identify discriminatory practices aimed at them.

Understand the United States' involvement in the Mexican Revolution.

Describe the efforts of African Americans and Mexican Americans to achieve equality.

Describe the events leading up to the United States' entry into World War I.

Describe the economic changes that occurred after the war.

Evaluate the social, political, and economic effects of World War I on Texas and Texans.

Explain life on the home front during World War I.

Identify reasons why Texas benefited economically from World War I.

Understand the rise of the Ku Klux Klan.

Explain changes to the daily lives of Texans after the war.

Identify assumptions in a text.

**Unit 13 Summary: 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 home front. During this era, many Texans also worked for progress in the state. Groups struggled to gain rights and improve living conditions for all individuals.

**Lesson 1: The Roaring 1920s**

Describe the contributions of Annie Webb Blanton.

Explain the increased rights for women during the 1920s.

Identify improved methods of transportation in Texas.

Explain changes in forms of entertainment and the diversity of Texan entertainers.

Understand ways that Texas's geography contributed to the leisure activities of Texans.

**Lesson 2: The Great Depression**

Explain the economic effects of the East Texas Oil Field.

Understand how cotton production was affected by changing economics.

Explain the effects of drought on Texas farmers in the 1930s.

Identify the importance of the East Texas Oil Field.

**Lesson 3: Skill: Read a Bar Graph**

Interpret visual information from a bar graph.

Identify components of a bar graph, such as axes and key.

**Lesson 4: The New Deal**

Identify some important agencies that functioned as part of the New Deal.

Understand the accomplishments of New Deal agencies.

Explain how rural Texans modified their environments during the New Deal.

**Lesson 5: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 6: Politics and Reform in the 1930s**

Identify important Texan leaders during the 1930s.

Explain Dr. Lawrence Nixon's actions on behalf of voting rights.

Describe the accomplishments of Mexican American reformers in the 1930s.

Understand the efforts of Texan workers to achieve better working conditions.

**Lesson 7: The War Abroad and at Home**

Understand the events leading up to World War II.

Identify the importance of Texas as a site for training and prisoner of war camps.

Describe the effects of increased wartime production on Texas.

Identify new technologies and methods of production.

Summarize the accomplishments of Oveta Culp Hobby.

State the effects of the Holocaust on Texans.

**Lesson 8: Skill: Read a Line Graph**

Interpret visual information from a line graph.

Identify components of a line graph, such as title, axes, and points.

**Lesson 9: The Effects of World War II**

- Explain the economic and industrial changes that occurred after the war.
- Describe the actions of African Americans and Mexican Americans to attain civil rights.
- Evaluate the effects of a changing population on Texas.
- Identify events that led to the Cold War.

**Lesson 10: Unit Review**

- Review information presented in previous lessons.

**Lesson 11: Unit Assessment**

- Explain the increased rights for women during the 1920s.
- Identify improved methods of transportation in Texas.
- Understand ways that Texas's geography contributed to the leisure activities of Texans.
- Identify the importance of the East Texas Oil Field.
- Understand how cotton production was affected by changing economics.
- Explain the effects of drought on Texas farmers in the 1930s.
- Interpret visual information from a bar graph; Identify components of a bar graph, such as axes and key.
- Identify some of the important agencies that functioned as part of the New Deal.
- Understand the accomplishments of New Deal agencies.
- Explain how rural Texans modified their environments during the New Deal.
- Identify important Texas leaders during the 1930s.
- Describe the accomplishments of Mexican American reformers in the 1930s.
- Understand the efforts of Texan workers to achieve better working conditions.
- Understand the events leading up to World War II.
- Identify the importance of Texas as a site for training and prisoner of war camps.
- Describe the effects of increased war time production on Texas.
- Interpret visual information from a line graph.
- Explain the economic and industrial changes that occurred after the war.
- Describe the actions of African Americans and Mexican Americans to attain civil rights.
- Identify events that led to the Cold War.

### **Unit 14 Summary: 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.

#### **Lesson 1: Politics After the War**

Trace the rising support for a two-party political system in Texas.

Summarize the ideas behind "one-man, one-vote."

Identify the accomplishments of Sam Rayburn.

Explain causes and effects of the Red Scare and McCarthyism.

#### **Lesson 2: Skill: Make Judgments**

Analyze information to make accurate and reasoned judgments.

#### **Lesson 3: Transportation, Population, and Technology**

Analyze the effects of the interstate highway system on the development of Texas.

Describe causes for and effects of the shift in Texas's population to the suburbs.

Summarize the response to drought conditions during the 1950s.

Explain the development of new science and technology in Texas.

#### **Lesson 4: The Presidencies of Johnson and Nixon**

Summarize the goals and accomplishments of President Lyndon B. Johnson.

Describe the effects of the war in Vietnam on Texas and Texans.

Identify the importance of Dr. Martin Luther King, Jr.

State the contributions made by Jack Brooks and Barbara Jordan.

#### **Lesson 5: Skill: Identify Options**

Use decision-making skills to identify options when seeking a solution.

Identify possible effects of various possible solutions to a problem.

#### **Lesson 6: Civil Rights and Texas**

State the significance of Brown v. Board of Education of Topeka, Kansas.

Describe challenges and successes of desegregation in Texas.

Summarize major accomplishments in the struggle for civil rights.

Identify the significance of Henry B. González.

Explain the causes and effects of the formation of various Mexican American activist groups.

Identify significant women and women's organizations active in politics.

**Lesson 7: Economic Changes and Growth**

Describe the "boom and bust" cycle as it relates to Texas economics.

Explain how improved technology contributed to Texas's economy.

Identify the effects of the energy crisis on the economy of Texas.

Describe ways that Texans have contributed to the global oil industry.

State the effects of interdependence on the industries and businesses of Texas.

**Lesson 8: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 9: Unit Review**

Review information presented in previous lessons.

**Lesson 10: Unit Assessment**

Trace the rising support for a two-party political system in Texas.

Summarize the ideas behind "one-man, one-vote."

Identify the accomplishments of Sam Rayburn.

Analyze information to make accurate and reasoned judgments.

Analyze the effects of the interstate highway system on the development of Texas.

Explain the causes and effects of the formation of various Mexican American activist groups.

Explain the development of new science and technology in Texas.

Summarize the goals and accomplishments of President Lyndon B. Johnson.

Analyze the contributions made by Jack Brooks and Barbara Jordan.

Identify the effects of the energy crisis on the economy of Texas.

Describe the "boom and bust" cycle as it relates to Texas economics.

Describe the effects of the war in Vietnam on Texas and Texans.

Describe challenges and successes of desegregation in Texas.

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Identify the significance of Henry B. Gonzalez.

Describe causes for and effects of the shift in Texas's population to the suburbs.

State the effects of interdependence on the industries and businesses of Texas.

Use decision-making skills to identify options when seeking a solution.

Explain how improved technology contributed to Texas's economy.

State the significance of Brown v. Board of Education of Topeka, Kansas.

Summarize the response to drought conditions during the 1950s.

**Unit 15 Summary: 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.

**Lesson 1: The Changing Political Landscape**

Analyze the success of the Republican Party in Texas after Watergate.

Describe the increased role of women in Texas's political leadership.

Summarize the political successes of Mexican Americans and African Americans.

Identify the political accomplishments of Barbara Jordan.

Explain the contributions of prominent Texan political leaders in Washington, D.C.

Identify the political accomplishments of Phil Gramm.

**Lesson 2: Skill: Make Predictions**

Analyze information to make predictions.

**Lesson 3: Texas and the World**

Explain the effects of the oil bust in the 1980s on Texas and its economy.

Analyze the effects of international trade and maquiladoras on Texas and Texans.

Describe how international events have affected Texas in recent years.

**Lesson 4: Texas and NAFTA**

Identify the purposes of the North American Free Trade Agreement.

State changes that have occurred as a result of NAFTA.

Describe the successes and problems caused by NAFTA for Texas's economy and citizens.

**Lesson 5: Educational Reform**

Describe reasons why reformers wanted to improve Texas's public education system.

Identify the effects of immigration on Texas's education system.

Explain the structure and goals of Texas's public education system.

**Lesson 6: Texas Today**

Describe Texas's population in demographic terms, such as age distribution and growth rate.

Locate centers of population, and explain Texas's population distribution.

Explain the geographic and human factors contributing to Texas's population distribution.

**Lesson 7: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 8: Texan Culture**

Explain how Texas's many cultures are reflected in its artistic diversity.

Identify important Texan artists and writers.

Describe various cultural celebrations and festivals in Texas.

Explain how celebrations and festivals reflect Texas's diverse heritage and history.

Analyze how people of different ethnic backgrounds incorporate their heritages into a shared Texan culture.

**Lesson 9: Skill: Write a Paragraph**

Use proper grammar, spelling, sentence structure, and mechanics to write an effective text.

Communicate social studies information effectively through text.

**Lesson 10: Unit Review**

Review information presented in previous lessons.

**Lesson 11: Unit Assessment**

Summarize the political successes of Mexican Americans and African Americans.

Explain the contributions of prominent Texan political leaders in Washington, D.C.

Analyze information to make predictions.

Describe the increased role of women in Texas's political leadership; Identify the political accomplishments of Barbara Jordan.

Analyze the effects of international trade and maquiladoras on Texas and Texans.

Explain the effects of the oil bust in the 1980s on Texas and its economy.

Describe how international events have affected Texas in recent years.

Identify the purposes of the North American Free Trade Agreement.

Describe the successes and problems caused by NAFTA for Texas's economy and citizens.

Describe reasons why reformers wanted to improve Texas's public education system.

Identify effects of immigration on Texas's education system.

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Locate centers of population and explain Texas's population distribution.

Explain the geographic and human factors contributing to Texas's population distribution.

Explain how Texas's many cultures are reflected in its artistic diversity.

Identify important Texan artists and writers.

Describe various cultural celebrations and festivals in Texas.

Explain how celebrations and festivals reflect Texas's diverse heritage and history.

Communicate social studies information effectively through text.

### **Unit 16 Summary: 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.

#### **Lesson 1: The Texas Constitution**

Compare Texas's early constitutions with its present constitution.

Explain the influence of the United States Constitution on Texas's constitution.

Analyze how federalism affects Texas's constitution.

Describe how Texas's constitution reflects the principles of checks and balances, separation of powers, and limited government.

Identify ways that Texas's constitution protects individual rights.

**Lesson 2: Skill: Create Multimedia Presentations**

Create social studies presentations that include multimedia content.

Analyze the usefulness of different media to present specific material.

**Lesson 3: Texas's Judicial Branch**

Describe how Texas's judicial system functions at the local, county, and state levels.

Compare and contrast civil and criminal law.

Identify the responsibilities of state agencies and individuals within the justice system.

Explain the functions of trial and appeals courts.

**Lesson 4: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 5: Texas's Legislative Branch**

Explain the structure of Texas's legislature.

Describe the responsibilities of each house of the legislature.

Trace the process by which a bill becomes a law.

**Lesson 6: Texas's Executive Branch**

Explain the duties of the executive branch.

Identify the powers of Texas's governor.

Analyze the roles of other members of the executive branch.

**Lesson 7: Skill: Interpret Political Cartoons**

Analyze visuals to interpret information.

**Lesson 8: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 9: Unit Review**

Review information presented in previous lessons.

**Lesson 10: Unit Assessment**

Compare Texas's early constitutions to its present constitution.

Explain the influence of the United States Constitution on Texas's constitution.

Analyze how federalism effects Texas's constitution.

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Describe how Texas's constitution reflects the principles of checks and balances, separation of powers, and limited government.

Identify ways that Texas's constitution protects individual rights.

Create social studies presentations that include multimedia content.

Describe how Texas's judicial system functions at the local, county, and state levels.

Compare and contrast civil and criminal law.

Identify the responsibilities of state agencies and individuals within the justice system.

Explain the functions of trial and appeals courts.

Describe the responsibilities of each house of the legislature.

Explain the structure of Texas's legislature.

Explain the duties of the executive branch.

Identify the powers of Texas's governor.

Analyze the roles of other members of the executive branch.

Describe how Texas's judicial system functions at the local, county, and state levels.

Trace the process by which a bill becomes a law.

Analyze visuals to interpret information.

**Unit 17 Summary: 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?

**Lesson 1: The State Budget**

Describe the state budgetary process.

Identify sources of revenue for the state, including taxes, land rights, and windfalls.

Explain how the state spends public money.

Analyze the effects of outside influence on the state budget.

**Lesson 2: (Optional) Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 3: City Government**

- Identify different types of local governments.
- Compare and contrast the forms and organization of city governments.
- Explain how city governments acquire revenue.

**Lesson 4: Counties and Special Districts**

- Explain the purposes of county government.
- Identify the different types of county officials.
- Describe sources of revenue for county governments.
- Identify the purpose of special districts.
- List different types of special districts.

**Lesson 5: Skill: Analyze Newspaper Articles**

- Identify newspaper articles as primary source documents.
- Analyze the text of newspaper articles to determine information about a particular event.

**Lesson 6: Participating in Government**

- Explain Texas's basis in democratic principles of government.
- Identify ways that Texas citizens can participate in government.
- Describe the purposes and goals of political parties.
- Summarize ways that special interest groups can influence government.
- Analyze the importance of free speech in a democratic system.
- Summarize ways that interest groups can influence government.

**Lesson 7: (Optional) Your Choice**

- Explore knowledge and skills taught in this course.

**Lesson 8: Unit Review**

- Review information presented in previous lessons.

**Lesson 9: Unit Assessment**

- Describe the state budgetary process.
- Explain how the state spends public money.
- Identify sources of revenue for the state, including taxes, land rights, and windfalls.

- Analyze the effects of outside influence on the state budget.
- Identify different types of local governments.
- Compare and contrast the forms and organization of city governments.
- Explain how city governments acquire revenue.
- Explain the purposes of county government.
- Identify the different types of county officials.
- Describe sources of revenue for county governments.
- List different types of special districts.
- Identify the purpose of special districts.
- Analyze the text of newspaper articles to determine information about a particular event.
- Identify ways that Texas citizens can participate in government.
- Explain Texas's basis in democratic principles of government.
- Describe the purposes and goals of political parties.
- Summarize ways that interest groups can influence government.

### **Unit 18 Summary: 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.

#### **Lesson 1: Review 1**

Review important knowledge and skills in Units 10-11.

#### **Lesson 2: Review 2**

Review important knowledge and skills in Units 12-13.

#### **Lesson 3: Review 3**

Review important knowledge and skills in Units 14-15.

#### **Lesson 4: Review 4**

Review important knowledge and skills in Units 16-17.

#### **Lesson 5: Semester 2 Assessment**

Demonstrate mastery of important knowledge and skills in Semester 2 of the course.

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Describe the Reconstruction era and its effects on Texas.

Describe the causes and effects of conflicts between Native Americans and settlers in West and South Texas.

Use problem-solving skills to identify and clearly state a problem.

Describe the rise and fall of cattle ranching from the 1500s to the late 1880s and its impact on Texas and Texans.

Analyze a text by making generalizations about its content and identifying its supporting details.

Explain how West Texas adapted farming techniques to their environment.

Identify the effects of oil and lumber on Texas and Texans.

Analyze information by making inferences about a text.

Explain the political effects of Progressivism.

Describe the impact of New Deal programs on life in Texas.

Identify the important events of World War II, and describe the conflict's impact on Texas.

Describe the two-party system present in Texas after World War II.

Describe significant civil rights leaders and advances.

Explain the structure and goals of Texas's public education system, how it has been reformed, and the effects immigration has had on it.

Explain how Texas's diverse heritage and history are reflected in art, cultural celebrations, and festivals.

Explore the Texas constitution, how it has changed throughout history, how the U.S. Constitution influences it, and the individual rights it protects.

Explain the structure of Texas's legislature and the responsibilities of each house.

Analyze visuals to interpret information.

Describe the purpose and organization of municipal and county governments.

Identify ways that Texas citizens can participate in government.

## Syllabus

### Texas Physical Education – Grade 7

#### Teacher Contact Information

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

**Course Description:** Healthy, active adults started out as active children. It is important for children to engage in daily physical activity. The old saying, “Strong minds, strong bodies,” still holds true. To get fit and stay fit, children need to exercise regularly. It’s work—but it’s also fun!

This program is designed to engage students in activities that reinforce basic physical skills and improve overall fitness levels. Each lesson provides a schedule of instructions for five days of activities.

**Prerequisite Requirements:** Course completion or grade placement.

**Online Importance:** Most lesson content is delivered online. Each lesson provides a link to a Fitness Log sheet, which you can print as needed. In this log, the student will keep track of the kind of exercise he or she does, and how: for example, how far the student walks or runs, how many sit-ups he or she does, and the like. Keep all Fitness Logs in the Physical Education notebook.

#### Monitoring Student Progress:

Each daily activity is divided into three parts:

- Warm-Up and Stretching
- Physical Activity (Aerobic or Muscular Strength)
- Cool Down

At the end of each lesson, the student will enter the required information into the Fitness Log. Logs are submitted to the teacher for monitoring that each lesson has been completed. Learning coaches should monitor the actual activity for safety. 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 K<sup>12</sup> provides:

- Online lessons and assessments
- Printed student and teacher guides
- Pedometer, jump rope, and playground ball

Materials the student must gather:

Physical Education Notebook – a three ring binder in which to store the printout of *Get Fit!* And the Fitness Logs

- Six empty 2-liter soda bottles with caps, to be used as markers and targets
- 12 feet of ½ inch elastic
- CD player for lively music

**Technical Requirements can be found at:** <http://www.k12.com/faqs/Technical/>

**Unit and Lesson Detail: Unit 1: Physical Fitness Program Summary**

The old saying, "Strong minds, strong bodies," still holds true. To get fit and stay fit, you need to exercise regularly. It's work—but it's also fun!

**Lesson 1: Baseline Fitness Testing and Pedometer Use**

Determine baseline fitness levels.

Become familiar with how to use and care for a pedometer.

**Lesson 2: Pedometer Practice and Strength Training**

Increase awareness of average daily physical activity.

Improve overall muscular strength and flexibility.

**Lesson 3: Ball-Handling Skills / Improving Strength and Flexibility**

Improve ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

**Lesson 4: Jumping Rope for Fitness Fun**

Practice the basic skills of jumping rope.

Practice challenging jump-rope skills.

Practice jumping rope for fitness using a pedometer.

Use a jump rope to complete strength and endurance exercises.

**Lesson 5: Locomotor Movements for Fitness Fun**

Practice basic locomotor skills using suggested movement patterns.

Move forward, backward, in a curve, and in a zigzag.

Demonstrate smooth combinations of locomotor movements.

**Lesson 6: Heart Rate and Physical Activity**

Find the carotid and radial pulse points.

Take and calculate a 6-second heart rate.

Practice taking a heart rate while exercising.

**Lesson 7: Principles of Exercise and More Pedometer Activities**

Apply principles of exercise to strength training exercises.

Estimate, walk, and power walk specific pedometer distances.

Learn to use the clock function of the pedometer.

**Lesson 8: Fitness Testing and Power Walking**

Compare fitness testing scores to determine whether fitness levels have increased or stayed the same.

Learn how to test fitness levels.

Power walk for aerobic fitness.

**Lesson 9: Playground Games**

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

**Lesson 10: Choice Week**

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

**Lesson 11: Soccer Skills / Strength Training Exercises**

Practice soccer skills, including ball control, trapping, dribbling, and passing back and forth with a partner.

Practice kicking a ball at a target.

Continue to increase the number of exercises performed.

### **Lesson 12: More Jump Rope Fun**

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

Combine jump rope skills into a jump rope routine set to music.

Use a jump rope to complete strength and endurance exercises.

### **Lesson 13: Pedometer Power / New Strength Training Exercises**

Use a pedometer to keep track of the number of steps taken each day.

Increase activity levels as needed to reach the goal of 10,000 steps.

Learn new strength training exercises.

### **Lesson 14: Aerobic vs. Anaerobic Exercise**

Define *aerobic activity* and *anaerobic activity*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

### **Lesson 15: Fitness Fun with Locomotor Movements**

Practice basic locomotor skills using suggested movement patterns.

Move forward, backward, in a curve, and in a zigzag.

Demonstrate smooth combinations of locomotor movements.

### **Lesson 16: Indoor Games**

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

### **Lesson 17: Coordination, Strength, and Flexibility**

Improve ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

### **Lesson 18: Jumping Rope for Fun and Fitness**

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

Combine jump rope skills into a jump rope routine set to music.

Use a jump rope to complete strength and endurance exercises.

#### **Lesson 19: Choice Week**

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

#### **Lesson 20: Comparing Fitness Tests and Power Walking**

Determine baseline fitness levels.

Become familiar with how to use and care for a pedometer.

#### **Lesson 21: Stepping it up / Building Strength**

Increase awareness of average daily physical activity.

Improve overall muscular strength and flexibility.

#### **Lesson 22: Aerobic and Anaerobic Exercise**

Define *aerobic activity* and *anaerobic activity*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

#### **Lesson 23: Fitness Fun**

Practice basic locomotor skills using suggested movement patterns.

Move forward, backward, in a curve, and in a zigzag.

Demonstrate smooth combinations of locomotor movements.

#### **Lesson 24: Playing Games**

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

#### **Lesson 25: Practicing Soccer Skills / Strength Training**

Practice soccer skills, including ball control, trapping, dribbling, and passing.

Practice kicking a ball at a target.

Continue to increase the number of exercises performed.

### **Lesson 26: Jumping Rope for Fitness**

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

Combine jump rope skills into a jump rope routine set to music.

Use a jump rope to complete strength and endurance exercises.

### **Lesson 27: Choice Week**

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

### **Lesson 28: More Fitness Testing and Power Walking**

Compare fitness testing scores to determine whether fitness levels have increased.

Learn how to test fitness levels.

Power walk for aerobic fitness.

### **Lesson 29: Surpassing Your Best**

Apply principles of exercise to strength training exercises.

Estimate, walk, and power walk specific pedometer distances.

Learn to use the clock function of the pedometer.

### **Lesson 30: Anaerobic and Aerobic Exercises**

Define *aerobic activity* and *anaerobic activity*.

Distinguish between aerobic and anaerobic exercise activities.

Continue to improve muscular strength.

### **Lesson 31: Fitness Fun and Movement**

Practice basic locomotor skills using suggested movement patterns.

Move forward, backward, in a curve, and in a zigzag.

Demonstrate smooth combinations of locomotor movements.

### **Lesson 32: Games**

Learn games to play alone or with friends.

Improve physical fitness through participation in games.

Use pedometer to count steps while exercising.

**Lesson 33: Building Fitness Skills**

Improve ball ball-handling skills.

Practice basketball dribbling techniques.

Exercise for strength and flexibility.

**Lesson 34: Fitness and Jumping Rope**

Review the basic skills of jumping rope.

Practice new and challenging jump rope skills.

Combine jump rope skills into a jump rope routine set to music.

Use a jump rope to complete strength and endurance exercises.

**Lesson 35: Choice Week**

Choose among alternative fitness activities.

Use the local environment for fitness activity choices.

Repeat activities from previous lessons.

**Lesson 36: Final Fitness Testing**

Compare current fitness levels with baseline fitness levels.

## Syllabus

### Intermediate Art: World A

#### Teacher Contact Information

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

**Course 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

**Prerequisite Requirements:** Course completion or grade placement.

**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 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

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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

**NOTE:** List subject to change.

Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>

**Unit and Lesson Detail:**

**Art Techniques**

- Recognize that many cultures used the same or similar art techniques
- Identify characteristics of Egyptian, Roman, and Chinese landscape paintings
- Identify characteristics of Roman, Byzantine, and Islamic mosaics or tile work
- Identify characteristics of Mesopotamian, Egyptian, and Roman relief sculpture

**Common Threads Among Ancient Cultures**

- Recognize common themes in decorations on artworks made by various ancient cultures
- Compare and contrast ancient rock art from France, Southern Africa, and Australia
- Identify characteristics of Chinese, Minoan, and Native American pottery
- Identify purposes and designs of cartouches and seals made in ancient Mesopotamia, Egypt, and India
- Compare and contrast Scandinavian, Greek, Egyptian, and Aztec works depicting a sun disc or symbol

**Treasures from the Tomb**

- Recognize that many of the best-preserved works of art from ancient times were those placed in tombs

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- Identify characteristics of the decoration on Pharaoh Tutankhamen's tomb goods.
- Identify characteristics of mummy portraits made in ancient Egypt
- Identify characteristics of figures and models found in Egyptian and Chinese tombs

**The Human Presence in Art**

- Recognize that humans have made works of art for and about themselves since ancient times
- Compare and contrast the depiction of humans in Egyptian, Greek, and Roman sculpture
- Compare and contrast the depiction of humans in Egyptian and Roman paintings
- Identify characteristics of Egyptian, Chinese, Viking, Moche, and Roman jewelry
- Identify characteristics of Teotihuacán, Greek, and Japanese masks
- Recognize that humans artistically documented their history and beliefs
- Identify characteristics of Celtic, Japanese, and Islamic illuminated documents

**Function and Beauty**

- Recognize that people since ancient times decorated objects they used in their daily lives
- Identify characteristics of the decoration on Chinese, Luristan, Italian, Viking, and Egyptian horse gear
- Identify characteristics of Moche, Greek, Chinese, and Persian vessels
- Identify characteristics of Egyptian, Japanese, and Byzantine containers

**Architecture: From the Pyramids to the Gothic Cathedral**

- Recognize that architecture could be classified by its period or style based on similarities
- Identify characteristics of Egyptian, Greek, Roman, Gothic, Islamic, or Japanese architecture
- Identify features of a Gothic cathedral in Notre Dame Cathedral, Paris
- Identify characteristics of elaborate gateways or walls at building sites in ancient India, Mesopotamia, and Persia
- Identify characteristics of Egyptian, Greek, Roman, and Mayan columns
- Identify characteristics of Egyptian, Mayan, and Chinese guardian statues found at architectural sites

## Syllabus

### Music Concepts A

#### Teacher Contact Information

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

**Course Description:** In the Music Concepts A program, students learn the fundamentals of music as they relate to the piano key and a study of a select group of composers and their music. Students will complete lessons using Music Ace CD-ROM, student guides, and listening CDs.

**Prerequisite Requirements:** Course completion or grade placement.

**Online Importance:** Students will complete lessons using Music Ace CD-ROM, student guides, and listening CDs. The lesson content is not online.

**Monitoring Student Progress:** Each music lesson will be marked complete once the student completes the offline lesson. 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 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 K<sup>12</sup> provides:

Music Ace CD

Beethoven CD

Mendelssohn CD

Mozart CD

Vivaldi and Corelli CD

Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>

**Unit and Lesson Detail:**

**Unit 1: The Staff and the Keyboard**

- Introduction to the Staff
- Introduction to the Piano Keyboard
- Playing with Pitch
- The ABC's of the Piano Keyboard
- The ABC's of the Staff
- The ABC's of the Treble Staff
- Corelli: The Father of Modern Violin Music
- Vivaldi and the Four Seasons
- Baroque Music

**Unit 2: Extending the Staff**

- Keyboard Review
- Below the Treble Staff
- Above the Treble Staff
- Loud and Soft, Same Pitch
- The ABC's of the Bass Staff
- Above the Bass Staff
- Below the Bass Staff
- Same Pitch, Different Timbres
- The ABC's of the Grand Staff
- Treble and Bass Staff Review
- Mozart: The Boy Genius
- Beethoven: The Tragic Genius
- The Classical Period

**Unit 3: Flats, Sharps, and Scales**

- Half Steps and Whole Steps
- More ABC's of the Grand Staff
- Sharps and Flats
- Sharps and Flats on the Staff
- The Key Signature

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- **Introduction to Major Scales**
- **Key Signature and Scale Review**
- **Mendelssohn: The Young Romantic**

## Syllabus

### MS: French I

#### Teacher Contact Information

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

#### Course Description:

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

#### Number of Lessons and Scheduling

45 minutes

Total Lessons: 180

**Prerequisite Requirements:** Course completion or grade placement.

**Monitoring Student Progress:** Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students 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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**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 K<sup>12</sup> provides:  
*Powerspeak Course*

**Standard Curriculum Items**

French-English dictionary is recommended

Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>

**Unit and Lesson Detail:**

**SEMESTER ONE**

**Unit 1**

- Greetings
- Parts of Speech
- Nouns, definite articles & gender

- Definite articles

- *Tuvs. Vous*

- *Puzzle Sentences*

- France

**Unit 2**

- School

Alphabet

Guide to French Rhythm & Accents

Indefinite Articles

Thinking *en Français*

France

**Unit 3**

Descriptions

Colors

French subject pronouns

*The Broken Window*

France

**Unit 4**

Countries and Nationalities

Numbers 0-30

Present tense of the 3 major verb groups

*Points, Lines, and Figures*

Monaco

**Unit 5**

Common verbs #1

Making compound sentences

*Toward Fluency*

Monaco

**Unit 6**

Common verbs #2

Telling Time

The Imperative

*The Key of the Key's Kingdom*

Switzerland

**Unit 7**

Common verbs #3

Conjunctions

Simple negative *ne...pas*

*Chatter at a Royal Ball*

Switzerland

**Unit 8**

Days, Months, and Seasons

Numbers 30-100

Expressions with *Avoir*

*Toward Fluency*

Rwanda

**SEMESTER TWO**

**Unit 1**

Hobbies

Asking questions

*Focus on the Language 1-8*

Rwanda

**Unit 2**

Food (part 1)

*"de" and "à" and their contractions*

*Points, Lines, and Figures*

French Polynesia

**Unit 3**

Food (part 2)

*Faire versus jouer*

*From Word to Discourse*

French Polynesia

**Unit 4**

Family

Selected adverbs

*Chatter at a Royal Ball*

Canada

**Unit 5**

Places

*C'est versus Il est...*

*Focus on the Language 9-14*

Canada

**Unit 6**

Animals

Comparatives/Superlatives

*Creating Your Own Mini-Story Plots*

Mali

**Unit 7**

Shopping

Expressions with faire

*Stringing Together Your Own Narratives*

Mali

**Unit 8**

Weather Expressions

Forms of *quel* and *lequel*

*Chatter at a Royal Ball*

Chad

**Syllabus****MS: French II****Teacher Contact Information****Name: Homeroom teacher:****Class Connect teacher:****Kmail:****Phone number:****Study Hall time:****Study Hall Link:****Class Connect Link: See Daily Class Connects in your OLS****Class Connect Times:****Homeroom teacher Skype Name:****Class Connect teacher Skype Name:****Course Description:**

Students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Number of Lessons and Scheduling**

45 minutes

Total Lessons: 180

**Prerequisite Requirements:** Course completion or grade placement.

**Monitoring Student Progress:** Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students 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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**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 K<sup>12</sup> provides:  
*Powerspeak Course*

**Standard Curriculum Items**

French-English dictionary is recommended

Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>

**Unit and Lesson Detail:**

**SEMESTER ONE**

**Unit 1**

Professions

Ordinal Numbers

The verb *Etre*

*Points, Lines, and Figures*

Burundi

**Unit 2**

Clothing

Adjectives: Agreement & Placement (#1)

*Une Mère Parle à Son Bébé*

Burundi

**Unit 3**

At Home

Possessive Adjectives

*From Word to Discourse*

Guinea

**Unit 4**

The Body

The near future tense

*In the Classroom: A French Lesson*

Guinea

**Unit 5**

Reflexive Verb List

*Il y a ...*

*Lecture on Geography*

Haiti

**Unit 6**

Cognates

Numbers 1- 1 million

*Etre+ Nationality*

*More on Numbers*

Haiti

**Unit 7**

On Vacation

Partitive Articles

Thinking *en Français*

Belgium

**Unit 8**

Telephone

Expressions with *Avoir*

*L'Alphabet Romain*

Belgium

**SEMESTER TWO**

**Unit 1**

Directions

Adjectives: Agreement & Placement (#2)

*Chatter at a Royal Ball*

Madagascar

**Unit 2**

Transportation

Demonstrative Articles

*Focus on the Language 15-23*

Madagascar

**Unit 3**

Medical Terms

Sickness & *avoir* expressions

*Ma Première Visite au Québec*

Martinique

**Unit 4**

Sports

Demonstrative Particles

*The Key of the King's Kingdom 2*

Martinique

**Unit 5**

Outdoor Activities

Direct Object Pronouns

*Communication With Limited Means*

New Caledonia

**Unit 6**

Travel

*Yand En*

*Focus on the Language 24-28*

New Caledonia

**Unit 7**

Computers (part 1)

Passed tense with Avoir (*passé composé*)

*Stringing Together Your Own Narratives*

Luxembourg

**Unit 8**

Computers (part 2)

Passed tense with *Etre* (*passé composé*)

*Points, Lines, and Figures*

Luxembourg

## Syllabus

### MS: Spanish I

#### Teacher Contact Information

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

#### Course Description:

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (American Council on the Teaching of Foreign Languages).

In this course you will explore the Spanish language through stories, songs, puzzles, lectures, vocabulary sets, videos, and more. You will also explore cultures of Spanish-speaking countries through videos, Culture Grams, and more.

You will be responsible for completing all of the following important activities and tasks.

- **Vocabulary Sets:** Learn to quickly recognize and pronounce a wide range of useful vocabulary sets in a variety of contexts.
- **Patterns:** Learn how Spanish grammar works.
- **Stretch Activities:** Learn to comprehend, perform, and create sentences, stories, conversations and narratives.
- **Games and Activities:** Practice and reinforce your new Spanish material.
- **CultureGrams™ and Videos:** Read through the CultureGrams™ and watch the culture videos to learn important information about various Spanish-speaking countries.
- **Listening, speaking, reading, and writing assignments:** You will have the opportunity to put your new knowledge into practice by actually producing the language.
- **Diglot Weave Stories:** Listen to these fun stories to hear language in context.
- **Quizzes and Tests:** Assessments will evaluate how you are progressing in the course. Be sure to study!
- **Other Activities:** Further your Spanish acquisition by practicing and learning other interesting Spanish concepts.

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You should plan to spend at least 30-45 minutes reading, studying, and practicing the information presented on each calendar day. Repeat the activities and study the information until you are confident with all the material. Your best effort will bring about incredible leaps in learning Spanish.

**Number of Lessons and Scheduling**

45 minutes

Total Lessons: 180

**Prerequisite Requirements:** Course completion or grade placement.

**Monitoring Student Progress:** Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students 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 K<sup>12</sup> provides:  
*Powerspeak Course*

**Standard Curriculum Items**

*Vox Everyday Spanish and English Dictionary*

Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>

**Unit and Lesson Detail:**

**SEMESTER ONE**

**Unit 1**

Greetings

Alphabet

Parts of Speech

Subject Pronouns

*Túvs. Ud.*

*Ditties*

Mexico

**Unit 2**

School

Nouns (singular and plural, gender, agreement)

Definite Articles

Indefinite Articles

*Points, Lines, and Figures*

Mexico

**Unit 3**

Descriptions

Colors

Adjectives (usage and placement)

*The Broken Window* Diglot Weave™ story

Mexico

**Unit 4**

Countries and Nationalities

Numbers 0-30

*Ser and Estar*

*El Alfabeto Romano*

Mexico

**Unit 5**

Common -ar Verbs

Adverbs of Frequency

Verbs (-ar)

Negative Sentences

Spain

**Unit 6**

Common -er Verbs

Telling Time

Verbs (-er)

*Chatter at a Royal Ball*

Spain

**Unit 7**

Common -ir Verbs

Coordinating Conjunctions

Prepositions

Verbs (-ir)

*The Key of the King's Kingdom*

Spain

**Unit 8**

Days, Months, and Seasons

Numbers 30-100

Question Formation

Giving Dates

*Speed Learning*

Spain

**SEMESTER TWO**

**Unit 1**

Hobbies

*Gustar*

Thinking *en Español*

Guatemala

**Unit 2**

Food (part 1)

Possessive Adjectives

Possession Using "de"

*Toward Fluency 1 & 2*

Guatemala

**Unit 3**

Food (part 2)

Demonstrative Adjectives

*Demonstration Lecture 1*

Guatemala

**Unit 4**

Family

Two-Verb Combinations

*Stringing Together Your Own Narratives*

Guatemala

**Unit 5**

Places

*Ir + a + infinitive*

*Acabar de*

Contractions

*Chatter at a Royal Ball*

Honduras

**Unit 6**

Animals

Stem-Changing Verbs

*The Puzzle*

Honduras

**Unit 7**

Shopping

Irregular Present Tense in the "yo" Form

Honduras

**Unit 8**

Weather Expressions

"Hay" and "Tener" Expressions

*Stringing Together Your Own Narratives*

Honduras

## **Syllabus**

### **MS: Spanish II**

#### **Teacher Contact Information**

**Name: Homeroom teacher:**

**Class Connect teacher:**

**Kmail:**

**Phone number:**

**Study Hall time:**

**Study Hall Link:**

**Class Connect Link: See Daily Class Connects in your OLS**

**Class Connect Times:**

**Homeroom teacher Skype Name:**

**Class Connect teacher Skype Name:**

#### **Course Description:**

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (American Council on the Teaching of Foreign Languages).

Students will be responsible for completing all of the following important activities and tasks.

- **Vocabulary Sets:** Learn to quickly recognize and pronounce a wide range of useful vocabulary sets in a variety of contexts.
- **Patterns:** Learn how Spanish grammar works.
- **Stretch Activities:** Learn to comprehend, perform, and create sentences, stories, conversations, and narratives.
- **Games and Activities:** Practice and reinforce your new Spanish material throughout the unit.
- **CultureGrams™ and Videos:** Read through the CultureGrams™ and watch the culture videos to learn important information about various Spanish-speaking countries.
- **Listening, speaking, reading, and writing assignments:** You will have the opportunity to put your new knowledge into practice by actually producing the language.
- **Diglot Weave Stories:** Listen to these fun stories to hear language in context.
- **Quizzes and Tests:** Unit Quizzes will evaluate how you are progressing in the course. Be sure to study!
- **Other Activities:** Further your Spanish acquisition by practicing and learning other interesting Spanish concepts.

You should plan to spend at least 30-45 minutes reading, studying, and practicing the information presented on each calendar day. Repeat the activities and study the information until you are confident with all the material. Your best effort will bring about incredible leaps in learning Spanish.

**Number of Lessons and Scheduling:**

45 minutes

Total Lessons: 180

**Prerequisite Requirements:** Course completion or grade placement.**Monitoring Student Progress:** Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students 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 K<sup>12</sup> provides:*Powerspeak Course***Standard Curriculum Items***Vox Everyday Spanish and English Dictionary*Technical Requirements can be found at: <http://www.k12.com/faqs/Technical/>**Unit and Lesson Detail:****SEMESTER ONE**

**Unit 1**

Professions

Ordinal Numbers

*Points, Lines, and Figures*

Nicaragua

**Unit 2**

Clothing

Similar Verbs

*Speed Learning*

Nicaragua

**Unit 3**

At Home

Comparatives

*A Lesson in Spanish*

Nicaragua

**Unit 4**

Body

Adverbs

Nicaragua

**Unit 5**

Reflexive Verb List

Reflexive Verbs

Chile

**Unit 6**

Cognates

Numbers 1-1000

Affirmative and Negative words

*More on the Alphabet*

Chile

**Unit 7**

On Vacation

Personal "a"

*A Geography Lesson*

Chile

**Unit 8**

Telephone

Object Pronouns

*Focus on the Language*

Chile

**SEMESTER TWO**

**Unit 1**

Directions

Commands – Affirmative

*Communication with Limited Means*

Paraguay

**Unit 2**

Transportation

Commands – Negative tú

*Chatter at a Royal Ball*

Paraguay

**Unit 3**

Medical Words

Commands – Pronoun Placement

*Mi Primera Visita a México*

Paraguay

**Unit 4**

Sports

Present Progressive

Paraguay

**Unit 5**

Outdoor Activities

Present Progressive with Direct/Indirect Object Pronouns

*Points, Lines, and Figures*

Venezuela

**Unit 6**

Travel

Preterite ar verbs

*The Keys of Rome*

Venezuela

**Unit 7**

Computers (part 1)

Preterite er verbs

*Una Lección de Geografía*

Venezuela

**Unit 8**

Computers (part 2)

Preterite ir verbs

*Una Lección de Español*

Venezuela