

7th Grade Course Outline and Scope

ELA Process Standards

The ELA process TEKS will not be listed under separate units. Instead, they will be incorporated into all the units since the application of the language arts process standards are included as a part of each knowledge statement.

- Process TEKS:**
- 1 develop oral language through listening, speaking, and discussion
 - 2 use newly acquired vocabulary expressively
 - 3 read grade-level text with fluency and comprehension, adjusting fluency based on reading purpose
 - 4 self-selecting text and reading grade-appropriate texts independently for a sustained period of time
 - 10(A) plan a first draft by selecting a genre appropriate for the particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
 - 10(B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion, and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples
 - 10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety
 - 10(D) edit drafts using standard English conventions
 - 10(E) publish written work for appropriate audiences

Unit	Title			Time (days)	# of DPM Benchmark TEKS	Dates
		Major Skills	Priority TEKS			
1	More Than a Game	<p>Students will investigate informational texts to discover how authors use a controlling idea, supporting evidence, organizational patterns, and text features to create meaning. After reading, students will compose an informational essay employing genre traits and features.</p> <p>Throughout the unit, students will have opportunities to explore the idea of More Than a Game, considering questions such as: How do sports bring together friends, family, and communities?</p>	<p>7.5(B) 7.5(G) 7.6(D) 7.8D(i-iii) 7.9(A) 7.9(B) 7.9(C) 7.11(B)</p>	37	<p>DPM: Revision & Editing</p> <p>DPM: Reading</p>	8/28/23 - 10/20/23
2	Reality Check	<p>Students will explore argumentative writing as they analyze how claim/evidence, consideration of other views, and rhetorical language build an argument. Students will then engage in the writing process to craft an argumentative essay in response to reading. Students will also study how dialogue and staging develops characters and how setting impacts those characters.</p> <p>Throughout the unit, students will have opportunities to investigate the idea of Reality Check, considering questions such as: What can blur the lines between what’s real and not?</p>	<p>7.5(F) 7.5(H) 7.8E(i-iii) 7.9(G) 7.7(D) 7.8(C) 7.6(B) 7.11(C)</p>	37	<p>DPM: Writing</p> <p>DPM: Reading</p>	10/23/23- 12/22/23
Total Days First Semester				74		

<p>3</p>	<p>Taking Action</p>	<p>Students will first dive into plot exploring how authors advance plot through foreshadowing and suspense and influence plot through character qualities and setting. Students will then engage in the writing process to craft a response to reading that uses evidence to support a controlling idea about a short story. Students will also examine poetry, noting the effect of rhyme, graphical elements, and figurative language.</p> <p>While reading fiction and poetry, students will infer themes and have occasions to explore the idea of Taking Action, considering questions such as: What helps people rise up to face difficulties?</p>	<p>7.5(D) 7.5(E) 7.7(A-D) 7.8(B) 7.9(D) 7.9(F) 7.6(G) 7.6(B) 7.11(B)</p>	<p>42</p>	<p>DPM: Writing & R/E</p> <p>Bench- mark</p>	<p>1/8/24- 3/8/24</p>
<p>4</p>	<p>Change Agent</p>	<p>Students will delve into a multi-genre reading review as a means of preparing for their upcoming state assessment. In response to reading, students will produce an extended constructed response and apply revision and editing skills to their own writing as well as in other passages.</p> <p>After testing, students will engage in a period of sustained inquiry during which time they will gather information about an agent of change and reveal findings via a product of choice.</p> <p>Through this unit of study, students will have opportunities to investigate the thematic idea of Change Agents and consider questions such as: What inspires you to make a difference?</p>	<p>STAAR review Readiness TEKS</p> <p>7.5(A) 7.5(I) 7.12(A) 7.12(B) 7.12(C) 7.12(D) 7.12(F) 7.12(G) 7.12H(i-ii) 7.12(I) 7.12(J) 7.6(H)</p>	<p>52</p>	<p>None</p>	<p>3/18/24- 5/31/24</p>
<p>Total Days Second Semester</p>				<p>94</p>		