

Fifth Six Weeks

Human Body Systems (obj.1 &2)

TEKS #	Knowledge and Skill TEK	Student Expectation	Vocabulary	Tools	Instructional/Assessment Resources
7.1AB 7.2B-E 7.3C 7.4AB			Nervous System Brain Spinal Nerves Spinal Cord Ganglia Respiratory System Lungs Trachea Bronchi Bronchioles Alveoli Digestive System Mouth (oral Cavity) Esophagus Stomach Pancreas Liver Small Intestines Large intestines Gall Bladder Rectum Anus Circulatory System Heart atrium ventricle Superior Vena Cava Inferior Vena Cava Arteries Veins Capillaries Lymphatic System Lymphatic System Lymphnode Lymphocyte Mitosis Meiosis		1. Chp13-vocab 2. matching game 3. gen video 4. review vocab 5. discuss chp 13 6. power point 7. chp 3 sec 1,2,3, 8. bluebonnet activity 9. punnet squares 10. erview with study guide 11. test 12. chpt 14 vocab 13. vocab review 14. circulatory notes 15. power point 16. discuss sec 1 17. sec 2 PP-blood overview 18. discussion of hheart 19. chpt 15 sec 1 20. notes on PP 21. complete chp 15sec1 22. begin sec 2 23. Tie together respiration,circulation , excretion, blood pressure, etc. 24. computerized test 25. complete vocab puzzle chpt 16 26. class discuss nutrient/digestion
7.9	(7.9) Science concepts. The student knows the relationship between structure and function in living systems.	(A) identify the systems of the human organism and describe their functions; and (B) describe how organisms maintain stable internal conditions while living in changing external environments.			
7.10ABC	(7.10) Science concepts. The student knows that species can change through generations and that the instructions for traits are contained in the genetic material of the organisms.	(A) identify that sexual reproduction results in more diverse offspring and asexual reproduction results in more uniform offspring; (B) compare traits of organisms of different species that enhance their survival and reproduction; and (C) distinguish between dominant and recessive traits and recognize that inherited traits of an individual are contained in genetic material.			
7.11AB	(7.11) Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli.	(A) analyze changes in organisms such as a fever or vomiting that may result from internal stimuli; and (B) identify responses in organisms to external stimuli found in the environment such as the presence or absence of light.			

			<p> Chromosome Sperm Egg Fertilization Zygote Diploid Haploid DNA Gene RNA mutation Heredity Alleles Genetics Hybrid Dominant Rescessive Homozygous Heterozygous Homozygous Dominant Homozygous Recessive Punnet Squares Phenotype Gene Pool Sex-linked genes Genotype Probability Ratio Coronary System Pulmonary System Plasma Hemoglobin Platelets Diaphram Emphysema Asthma Urinary System Urine Kidneys Nephrons Ureter Urethra </p>		<p> 27. \study guide answers 28. 28. semester exam 29. CHpter 14 blood vocab erview 30. class discuss sec 1 31. sec 2 blood overview 32. find pulse and take pressure activity 33. sec 3-notes 34. chp 14 lab-dissection of heart 35. chpt 15 nervous system 36. sect 1 nervous system worksheet 37. complete chp 14 38. chpt 15 sect 1 39. prep for lab 40. sec 2 41. sec 3 42. complete chp 15 43. test 44. chpt 17,18 45. study guide 46. answers to guide 47. comp test 48. foldable chpt 19 49. chp 19 vocab 50. Human body video 51. CHp 20 sec 1 52. Foldable 53. chp 16 notes 54. chapter 17 notes 55. Chapter 16,17 test 56. Dissection of eye 57. review and grade 58. CHp 18review 59. Chp 18 test </p>
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CURRICULUM GUIDE Seventh Grade Science

Structure an of Properties of Matter (Obj. 3)

TEKS #	Knowledge and Skill TEK	Student Expectation	Vocabulary	Tools	Instructional/Assessment Resources
<p>(7.7) ABC</p> <p>7.3C</p> <p>7.4A</p> <p>7.4B</p> <p>7.7 B</p> <p>7.7ABC</p> <p>7.4A</p>	<p>7.7Science concepts. The student knows that substances have physical and chemical properties.</p> <p>(7.3) Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.</p> <p>(7.4) Scientific processes. The student knows how to use tools and methods to conduct science inquiry.</p> <p>7.7Science concepts. The student knows that substances have physical and chemical properties.</p> <p>7.7Science concepts. The student knows that substances have physical and chemical properties.</p> <p>(7.4) Scientific processes. The student knows how to use tools and methods to conduct science inquiry.</p>	<p>(A) identify and demonstrate everyday examples of chemical phenomena such as rusting and tarnishing of metals and burning of wood;</p> <p>(B) describe physical properties of elements and identify how they are used to position an element on the periodic table; and</p> <p>(C) Recognize that compounds are composed of elements.</p> <p>(C) Represent the natural world using models and identify their limitations.</p> <p>(E) Connect Grade 7 science concepts with the history of science and contributions of scientists.</p> <p>(A) collect, analyze, and record information to explain a phenomenon using tools including beakers, Petri dishes, meter sticks, graduated cylinders, weather instruments, hot plates, dissecting equipment, test tubes, safety goggles, spring scales, balances, microscopes, telescopes, thermometers, calculators, field equipment, computers, computer probes, timing devices, magnets and compasses.</p> <p>(B) Collect and analyze information to recognize patterns such as rates of change.</p> <p>(A) identify and demonstrate everyday examples of chemical phenomena such as rusting and tarnishing of metals and burning of wood;</p> <p>(B) Describe physical properties of elements and identify how they are used to position an element on the periodic table.</p> <p>(C) Recognize that compounds are composed of elements.</p> <p>(A) identify and demonstrate everyday examples of chemical phenomena such as rusting and tarnishing of metals and burning of wood;</p>	<p>Atoms</p> <p>Protons</p> <p>Neutrons</p> <p>Electrons</p> <p>Electronic Shell</p> <p>Mixture</p> <p>Solution</p> <p>Compound</p> <p>Physical Properties</p> <p>Chemical Properties</p> <p>Chemical Change</p> <p>Physical Change</p> <p>Periodic Table</p> <p>Metals</p> <p>Nonmetals</p> <p>Procedures</p> <p>Matter</p>		<ol style="list-style-type: none"> 1. Discuss chapter 3sec 1 2. Atom activity 3. CHpter 3 sec 2 and notes 4. Class discuss periodic table 5. Section 3 demo 6. Foldable chp 3 7. mixture and compound activity 8. chp4sect1notes and class discuss 9. student notes n foldable 10. prep for comparison activity pg111 in book 11. activity pg 111 12. chp 4 sec 2 notes and class discuss 13. demo of physical and chemical change 14. chp4sec 3 class discuss and notes 15. prep for activity 16. periodic project due 17. chem. Vs phys change 18. complete and grade study guide in class 19. test over chpt 3 and 4-computerized

					20. lab exam- computerized 21.
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CURRICULUM GUIDE
Seventh Grade Science
First Six Weeks

Structure and Properties of Matter (obj. 3)					
TEKS #	Knowledge and Skill TEK	Student Expectation	Vocabulary	Tools	Instructional/Assessment Resources

7.2ABDE	(7.2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations.	(A) plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology; (B) collect data by observing and measuring; (D) communicate valid conclusions; (E) Construct graphs, tables, maps, and charts using tools including computers to organize, examine and evaluate information.			
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