



Grade 7th Science Scope and Sequence

PROFILE

Science is a way of knowing and experiencing the natural world. It is a social and intellectual endeavor that provides the foundation for lifelong informed decision-making, problem-solving, improved quality of life and technological advances. Learning science is an active process, and all students should have access to challenging, relevant, exciting, "hands-on," and content-rich science experiences.

OUR CURRICULUM

The Conroe Independent School District offers students a challenging science curriculum that utilizes inquiry and discovery models of instruction which provide opportunities for all students to participate and master science concepts. Students will experience the richness of science through hands-on laboratory and field investigations through inquiry and active experimentation. Emphasized science process skills include: observing, measuring, identifying, classifying, predicting, comparing, inferring, and drawing conclusions. Students will also develop a proficient use of technology through analyzing and collecting data for real world science applications. Our science curriculum is based on the Texas Essential Knowledge and Skills (TEKS) curriculum framework.

CURRICULUM & INSTRUCTION STAFF

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EXPECTATIONS

1. Tools of Science

The students will be able to gather, analyze, and interpret information using selected equipment and tools to extend the senses. *Graduated cylinders, beakers, calculators, microscopes, telescopes, computers, computer probes, meter sticks, weather instruments, field equipment, petri dishes, thermometers, compasses, balances, hot plates, magnets, microscope, telescopes, dissecting equipment, spring scales, test tubes, timing devices and safety goggles are used in Grade 7 Science.*

2. Vocabulary

The student will build and expand vocabulary, through a print-rich environment, to increase fluency and understanding by incorporating scientific vocabulary into their everyday speaking, listening, and writing routines.

3. Content Integration

The student will read a variety of texts to analyze, review, and critique scientific explanations, hypotheses, and theories as to strengths and weaknesses, and draw inferences on promotional materials. The student will write to inform, describe, and classify using correct scientific vocabulary, scientific concepts, sentence structure, capitalization, punctuation, spelling, usage, and word order.

4. The student will...

- a. Demonstrate safe practices
- b. Plan and implement investigative procedures including asking well-defined questions and formulating hypotheses.
- c. Select and use equipment and technology
- d. Collect data through observation and measurement
- e. Demonstrate repeated investigations to increase reliability of results
- f. Organize, analyze, evaluate, make inferences, and predict trends from direct and indirect evidence
- g. Communicate valid conclusions
- h. Construct graphs, tables, maps, and charts to organize, examine, and evaluate data
- i. Connect science concepts with history and scientists

SCIENCE PROCESS SKILLS



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Throughout the year, students will master certain required skills. These skills are important to a student's understanding of the nature of science. The Science Process Skills are not designed to be taught in isolation. They are to be embedded in each instructional unit and some should be practiced each time science is taught.

Science Process Skills are the same for every grade level (Grade 6 – Grade 8). At each grade level, however, the teacher is expected to approach the skill at the level appropriate for their students' age, grade, and cognitive development.

The student will:

1. Demonstrate safe practices during field and laboratory investigations. **(TEKS 7.1A)**
2. Use and dispose of materials wisely, conserve and recycle materials and resources when possible. **(TEKS 7.1B)**
3. Plan and implement descriptive investigations including asking questions, formulating testable hypotheses, and selecting and using equipment and technology. **(TEKS 7.2A)**
4. Collect, analyze, and record data by observing and measuring. **(TEKS 7.2B)**
5. Collect, analyze, and record information using tools including beakers, Petri dishes, meter sticks, graduated cylinders, weather instruments, timing devices, hot plates, test tubes, safety goggles, spring scales, magnets, balances, microscopes, telescopes, thermometers, calculators, dissecting equipment, field equipment, compasses, computers and computer probes. **(TEKS 7.4A)**
6. Construct graphs, tables, maps, and charts using tools including computers to organize, examine, and evaluate data. **(TEKS 7.2E)**
7. Draw inferences based on data related to promotional materials for products or services. **(TEKS 7.3B)**
8. Analyze and interpret information to construct reasonable explanations from direct and indirect evidence. **(TEKS 7.2C)**
9. Communicate valid conclusions. **(TEKS 7.2D)**
10. Analyze, review, and critique scientific explanations, including hypotheses and theories as to strengths and weaknesses using scientific evidence and information. **(TEKS 7.3A)**
11. Represent the natural world using models and identify their limitations. **(TEKS 7.3C)**
12. Evaluate the impact of research on scientific thought, society, and the environment. **(TEKS 7.3D)**
13. Connect grade level science concepts with the history of science and contributions of scientists. **(TEKS 7.3F)**



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FIRST NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

| VOCABULARY | | | | STUDENT EXPECTATIONS (SES) | RESOURCES / ACTIVITIES |
|--|--|---------------|--|--|---|
| NOUNS | VERBS | | | | |
| -Conservation -Recycling -Resources | -Demonstrate | Week 1 | | Lab Safety 7.1 A – The student is expected to: demonstrate safe lab practices during field and laboratory investigations 7.1 B – The student is expected to: make wise choices in the use and conservation of resources and the disposal or recycling of materials | -safety poster -activity: safety symbols and rules |
| -Centigrade/ Celsius -Milliliter -Mass -Petri dish | -Demonstrate -Analyze | Week 2 | | Measurement 7.4 A – The student is expected to: collect, analyze, and record information to explain a phenomenon using tools including beakers, petri dishes, meter sticks, graduated cylinders, weather instruments, hot plates, dissecting materials, test tubes, safety goggles, spring scales, balances, microscopes, telescopes, thermometers, calculators, field equipment, computers, computer probes, timing devices, magnets and compasses 7.4 B – The student is expected to: collect and analyze information to recognize patterns such as rates of change | -metric conversion activity -measurement and observation lab |
| -Laboratory Investigation -Variable -Control -Independent Variable (manipulate) -Dependent variable (responding) -Hypothesis -Purpose/Problem -Conclusion | -Conduct -Plan -Formulate -Construct -Inference -Experiment | Week 3 | | Scientific Method / Independent and Dependent Variables 7.2 A – The student is expected to: know the steps of the scientific method and be able to plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting and using equipment and technology. 7.3 B – The student is expected to: draw inferences based on data related to promotional materials for products and services. The student will know: the difference between the dependent and independent variables and the control. | -observation / Inference lab -consumer testing |



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|--|--|--------------------------|--|---|
| <ul style="list-style-type: none"> -Data | <ul style="list-style-type: none"> -Collect -Record -Analyze -Organize -Examine -Experiment -Communicate -Evaluate -Observe | <p>Week 4</p> | <p style="text-align: center;">Data Collection and Graphing</p> <p>7.2 B The students is expected to: collect data by observing and measuring</p> <p>7.2 E The student is expected to: construct and interpret graphs, tables, maps and charts using tools including computers to organize, examine, and evaluate data.</p> <p>The student will be able to: identify the x and y axis on a graph and be able to construct circle, bar, and line graphs.</p> | <ul style="list-style-type: none"> -penny lab -reaction time lab |
| <ul style="list-style-type: none"> -Observation -Quantitative -Qualitative -Inference -Hypothesis -Theory | <ul style="list-style-type: none"> -Analyze -Review -Critique -Predict | <p>Week 5</p> | <p style="text-align: center;">Observations – Qualitative and Quantitative</p> <p>7.3 A The student is expected to: analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.</p> <p>7.2 C The student is expected to: organize, analyze, make inferences, and predict trends from direct and indirect evidence --(the students will be able to take the information gathered from a lab and organize it, look it over, and make inferences based on this information)</p> <p>7.2 D The student is expected to: communicate valid conclusions --(the students will be able to take the results from a lab and make a valid conclusion about what has happened)</p> <p>The student will be able to: make qualitative and quantitative measurements and observations and determine whether something is an observation or an inference.</p> | <ul style="list-style-type: none"> -gummy bear lab -lima bean lab -Observation / Inference Project |
| <ul style="list-style-type: none"> -Revolution/ Revolve -Rotate / Rotation -Solstice -Equinox -Equator -Hemisphere -Tilt -Axis -Seasons -Cycle | <ul style="list-style-type: none"> -Identify -Illustrate | <p>Week 6</p> | <p style="text-align: center;">Seasons</p> <p>7.13 A The student is expected to: identify and illustrate how the tilt of the Earth on its axis as it rotates and revolves around the sun causes changes in seasons and the length of day</p> <p>7.3 C The student is expected to: represent the natural world using models and identify their limitations</p> | <ul style="list-style-type: none"> -Reasons For the Seasons Lab (Laying the Foundation (Life/Earth)) - Activity 43 Chapter 2, section 1 |



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|--|---|-------------------|--|---|
| <ul style="list-style-type: none"> -Elliptical / ellipse -Cycle -Lunar cycle -Orbit -Gibbous -Sphere -Waxing -Eclipse / lunar / solar -Waning -New moon -Full moon Cyclical phases | <ul style="list-style-type: none"> -Relate -Represent | Week 7 | <p style="text-align: center;">Moon Phases</p> <p>7.13 B The student is expected to: relate the Earth’s movement and the moon’s orbit to the observed cyclic phases of the moon -(The student will be able to explain / describe how the movement of the Earth and the moon affect the phase of the moon that we see throughout the Lunar cycle.)</p> <p>7.3 C The student is expected to: represent the natural world using models and identify their limitations</p> | <ul style="list-style-type: none"> -Moon phase lab -Not So Lost In Space Lab (Laying the Foundation (Life/Earth)) - Activity 44 Chapter 2, section 2 |
| <ul style="list-style-type: none"> -Weathering -Slope -Deposition | <ul style="list-style-type: none"> -Analyze | Week 8 | <p style="text-align: center;">Weathering</p> <p>7.14 B The student is expected to: analyze effects of regional deposition and weathering (focus on weathering)</p> | <ul style="list-style-type: none"> -Weathering Lab Chapter 23 |
| <ul style="list-style-type: none"> -Erosion -Deposition | <ul style="list-style-type: none"> -analyze | Week 9 | <p style="text-align: center;">Erosion</p> <p>7.14 B The student is expected to: analyze effects of regional deposition and weathering (focus on erosion)</p> | <ul style="list-style-type: none"> -Rock N Roll Lab (Laying the Foundation (Life/Earth)) - Activity 43 Chapter 23, section 3 Chapter 24 |



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SECOND NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

| VOCABULARY | | | | STUDENT EXPECTATIONS (SES) | RESOURCES / ACTIVITIES |
|---|-----------------------|-------------------|--|--|--|
| NOUNS | VERBS | | | | |
| -Catastrophic event | -describe -predict | Week 1 | | Catastrophic Events 7.5 A The student is expected to: describe how systems may reach an equilibrium such as when a volcano erupts; 7.14 A The student is expected to: describe and predict the impact of different catastrophic events on the Earth; | -webquest: www.fema.gov/kids -video streaming -Natural Disaster comic strip |
| -renewable resource -non-renewable resource -inexhaustible resource -natural resource | -make inferences | Week 2 | | Resources 7.14 C The student is expected to: make inferences and draw conclusions about effects of human activity on Earth's renewable, non-renewable, and inexhaustible resources. (how do humans effect the resources listed above) | -calculate human consumption of resources Chapter 22 |
| -kinetic energy -potential energy -law of conservation of energy -geological fault | -illustrate | Week 3 | | Kinetic and Potential Energy 7.8 A The student is expected to: illustrate examples of potential and kinetic energy in everyday life such as objects at rest, movement of geologic faults, and falling water; (focus on the potential and kinetic energy in an earthquake in regards to the earth's plates, waterfalls , ski slopes, and pendulums) | -roller coaster lab -amusement park physics -Bounceability – Teaching Physics with Toys (page 117) -Toys That Return – Teaching Physics with Toys (page 103) Chapter 6 |
| -solar energy -photosynthesis -transfer -chemical change -radiant energy -chloroplasts | -identify -relate | Week 4 | | Energy Transformation 7.6 C The student is expected to: relate forces to basic processes in living organisms including the flow of blood and the emergence of seedlings. (in the emergence of seedlings, the students need to see that the roots grow down due to gravity, but the plant itself will grow towards the light) 7.8 B The student is expected to: identify that radiant energy from the Sun is transferred into chemical energy through the process of photosynthesis. (students need to understand the energy transformation of radiant energy to chemical energy that takes place during photosynthesis) | -Car Coaster – Teaching Physics with Toys (page 69) -Push and Go Coaster – Teaching Physics with Toys (page 83) Chapter 6 |



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|--|---------------------------|-------------------|--|---|
| -tarnish / rust | -identify -demonstrate | Week 5 | Physical and Chemical Properties 7.7 A The student is expected to: identify and demonstrate everyday examples of chemical phenomena such as rusting and tarnishing of metals and burning of wood; | -Mystery Powder Lab Chapter 4 |
| -physical properties -chemical properties | -identify -demonstrate | Week 6 | Physical and Chemical Changes 7.7 A The student is expected to: identify and demonstrate everyday examples of chemical phenomena such as rusting and tarnishing of metals and burning of wood; | -Alka-Seltzer Activity Chapter 4 |
| - mixture - compound - solutions | -recognize | Week 7 | Compounds, Elements, and Atoms 7.7 C The student is expected to: recognize that compounds are composed of elements. | -Modern Atomic Model Chapter 4 |
| -atom -proton -neutron -electron -periodic table energy level / electron cloud -period / group -family | -recognize -describe | Week 8 | Properties of Elements 7.7 B The student is expected to: describe physical properties of elements and identify how they are used to position an element on the periodic table (the student needs to understand how elements are placed on the periodic table based on their physical properties) | -Common Chemicals in our Home -Elements, Their Properties, and the Periodic Table Chapter 4 |
| | -describe -identify | Week 9 | Position of Elements on the Periodic Table 7.7 B The student is expected to: describe physical properties of elements and identify how they are used to position an element on the periodic table (the student needs to understand how elements are placed on the periodic table based on their physical properties) | -Missing Person Lab Chapter 4 |



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THIRD NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

| VOCABULARY | | | | STUDENT EXPECTATIONS (SES) | RESOURCES / ACTIVITIES |
|---|-----------------------|-------------------|--|---|--|
| NOUNS | VERBS | | | | |
| -DNA -cell -nucleus -chromosomes | | Week 1 | Cells and Microscope | <p>Review: 6.10 B The student is expected to: determine that all organisms are composed of cells that carry on functions to sustain life.</p> <p>6.11 B The student is expected to: identify cells as structures containing genetic material.</p> <p>7.4 A The student is expected to: 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>(Teach students how to use microscopes and compare plant and animal cells)</p> | Compare plant and animal cells |
| -Reproductive system -Dominant trait -recessive trait -DNA -sexual reproduction -asexual reproduction | -distinguish | Week 2 | Sexual and Asexual Reproduction Dominant and Recessive Traits | <p>7.10 C The student is expected to: distinguish between dominant and recessive traits and recognize that inherited traits of an individual are contained in genetic material.</p> | -Gene Man Activity (see Life Science Shar-a-thon binder) |
| -punnett square -probability -genotype -phenotype -traits / characteristics -heredity -genes -allele -generation -pedigree -DNA -Mutation -sexual reproduction -asexual reproduction | -identify -compare | Week 3 | Traits that Enhance the Survival of a Species | <p>7.10 A The student is expected to: identify that sexual reproduction results in more diverse offspring and asexual reproduction results in more uniform offspring;</p> <p>7.10 B The student is expected to: compare traits of organisms of different species that enhance their survival and reproduction; and</p> <p>(by doing these activities, the student will demonstrate that in sexual reproduction, the offspring may vary greatly due to the diverse combinations of genes)</p> | -Punnett Squares -Human Face Activity -Foogas Lab (see Life Science Shar-a-thon binder) -Should This Dog Be Called Spot -Bean Bunny Evolution (Laying the Foundation (Life/Earth)) - Activity 14 |



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| <ul style="list-style-type: none"> -Homeostasis -Equilibrium -Digestive system -relationship | <ul style="list-style-type: none"> -identify -describe | Week 4 | <p style="text-align: center;">Body Systems - Digestion</p> <p>7.9 A The student is expected to: identify the systems of the human organism and describe their functions;</p> <p>7.9 B The student is expected to: describe how organisms maintain stable internal conditions while living in changing external environments.</p> <p>(Focus on the Digestive System)</p> | <ul style="list-style-type: none"> -Tear Art-Digestive Style Activity (see Life Science Shar-a-thon binder) Ch. 16 |
| <ul style="list-style-type: none"> -Homeostasis -Equilibrium -Respiratory System -Circulatory System | <ul style="list-style-type: none"> -identify -describe | Week 5 | <p style="text-align: center;">Body Systems – Circulation and Respiration</p> <p>7.9 A The student is expected to: identify the systems of the human organism and describe their functions;</p> <p>7.9 B The student is expected to: describe how organisms maintain stable internal conditions while living in changing external environments.</p> <p>(Focus on the Respiratory and Circulatory System)</p> | <ul style="list-style-type: none"> -Heart Rate Lab -Blood Activity (see Life Science Shar-a-thon binder) -Roll the Dice Game (see Life Science Shar-a-thon binder) Ch. 14 Lung Capacity Lab Ch. 15 |
| <ul style="list-style-type: none"> -Homeostasis -Equilibrium -senses -Nervous System | <ul style="list-style-type: none"> -identify -describe | Week 6 | <p style="text-align: center;">Body Systems – Nervous and Endocrine</p> <p>7.9 A The student is expected to: identify the systems of the human organism and describe their functions;</p> <p>7.9 B The student is expected to: describe how organisms maintain stable internal conditions while living in changing external environments.</p> <p>(Focus on the Nervous System)</p> | <ul style="list-style-type: none"> -Brain Dominance Lab (Ch 18 lab book – lab #1) Ch. 18, section 1 |
| <ul style="list-style-type: none"> -Homeostasis -Equilibrium -Skeletal System Muscular System -Integumentary System | <ul style="list-style-type: none"> -identify -describe | Week 7 | <p style="text-align: center;">Body Systems – Skeletal, Muscular, and Integumentary</p> <p>7.9 A The student is expected to: identify the systems of the human organism and describe their functions;</p> <p>7.9 B The student is expected to: describe how organisms maintain stable internal conditions while living in changing external environments.</p> <p>(Focus on the Skeletal System, Muscular System, and Integumentary System)</p> | <ul style="list-style-type: none"> -Fatigue Lab -Chicken Wing Lab -Immobile Activity (see Life Science Shar-a-thon binder) -Cooling Effect Activity (see Life Science Shar-a-thon binder) - Tendon Action Activity (see Life Science Shar-a-thon binder) Ch. 17 |



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| <ul style="list-style-type: none"> -Homeostasis -Equilibrium -Excretory System | <ul style="list-style-type: none"> -identify -describe | <p>Week 8</p> | <p style="text-align: center;">Body Systems - Excretion</p> <p>7.9 A The student is expected to: identify the systems of the human organism and describe their functions;</p> <p>7.9 B The student is expected to: describe how organisms maintain stable internal conditions while living in changing external environments.</p> <p>(Focus on the Excretory System)</p> | <ul style="list-style-type: none"> -Modeling Kidney Function (page 455 in textbook) -Make a foldable using the different body systems that make up the excretory system - information on the bottom of page 453 in the textbook <p>Ch. 15</p> |
| <ul style="list-style-type: none"> -Homeostasis -Equilibrium -Senses | <ul style="list-style-type: none"> -identify -describe | <p>Week 9</p> | <p style="text-align: center;">Body Systems – Response to External Stimuli</p> <p>7.11 A The student is expected to: analyze changes in organisms such as a fever or vomiting that may result from internal stimuli;</p> <p>7.11 B The student is expected to: identify responses in organisms to external stimuli found in the environment such as the presence or absence of light.</p> <p>(Focus on the 5 senses)</p> | <p>Sensory Lab (see Life Science Shar-a-thon binder)</p> <p>Ch 18, section 2</p> |



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FOURTH NINE WEEKS

SCIENCE PROCESS SKILLS SHOULD BE PRACTICED EACH TIME SCIENCE IS TAUGHT.

| VOCABULARY | | | | STUDENT EXPECTATIONS (SES) | RESOURCES / ACTIVITIES |
|---|------------------------------------|---------------|--|--|------------------------|
| NOUNS | VERBS | | | | |
| -scalpel -forceps -probe | -dissect | Week 1 | <p style="text-align: center;">Frog Dissection</p> <p>7.9 A The student is expected to: identify the systems of the human organism and describe their functions;</p> <p>7.4 A The student is expected to: 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>(Students will complete the frog dissection)</p> | -paper frog (see Life Science Shar-a-thon binder) -Frog Dissection | |
| -relationship -species -ecosystem -biomes -niche -habitat - | -identify -observe -describe | Week 2 | <p style="text-align: center;">Components of an Ecosystem</p> <p>7.12 A The student is expected to: identify components of an ecosystem;</p> <p>7.12 B The student is expected to: observe and describe how organisms including producers, consumers, and decomposers live together in an environment and use existing resources;</p> <p>(students will understand the parts of an ecosystem, food chains and food webs and what groups of organisms make up the food chains and food webs)</p> | -Habitat Hold'em game – see department head -Biomes project (see Life Science Shar-a-thon binder) -Forest Food Chain Lab -Texas Ecology -Toothpick Birds (Laying the Foundation (Life/Earth)) - Activity 11 Chapter 20 | |
| -adaptation -limitation | -compare | Week 3 | <p style="text-align: center;">Adaptations</p> <p>7.10 B The student is expected to: compare traits of organisms of different species that enhance their survival and reproduction;</p> <p>(what traits do different species of organisms have that allow them to survive and reproduce in their environment)</p> | -No Thumbs Activity (see Life Science Shar-a-thon binder) -Adaptation poster (see Life Science Shar-a-thon binder) | |



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| <ul style="list-style-type: none"> -compost -food webs -food chain -producers -consumers -decomposers -primary consumer -secondary consumer -succession | <ul style="list-style-type: none"> -describe -observe | Week 4 | <p style="text-align: center;">Biomes and Succession</p> <p>7.12 C The student is expected to: describe how different environments support different varieties of organisms;</p> <p>7.5 B The student is expected to: observe and describe the role of ecological succession in maintaining an equilibrium in an ecosystem.</p> <p>7.12 D The student is expected to: observe and describe the role of ecological succession in ecosystems.</p> <p>(Students will be able to understand how different biomes support different organisms based on the characteristics of the biomes. Students will be able to understand the two different types of succession and what happens in them)</p> | <ul style="list-style-type: none"> -Biomes project (see Life Science Shar-a-thon binder) -foldable on succession – pg 615 in textbook -Assessment check on page 619 in teacher’s edition of the textbook Chapter 21 |
| | <ul style="list-style-type: none"> -evaluate -connect | Week 5 | <p style="text-align: center;">TAKS TESTING</p> <p>7.3 D The student is expected to: evaluate the impact of research on scientific thought, society, and the environment;</p> <p>7.3 E The student is expected to: connect Grade 7 science concepts with the history of science and contributions of scientists.</p> | <ul style="list-style-type: none"> -Research a Scientist |
| <ul style="list-style-type: none"> -inertia -mass -friction -speed -acceleration -balanced force -unbalanced force -Newton’s 1st Law of Motion | <ul style="list-style-type: none"> -demonstrate | Week 6 | <p style="text-align: center;">Motion and Force – Inertia</p> <p>7.6 B The student is expected to: demonstrate that an object will remain at rest or move at a constant speed and in a straight line if it is not being subjected to an unbalanced force</p> <p>(The student should understand the difference between balanced and unbalanced forces. The student should also understand Newton’s 1st Law of Motion)</p> | <ul style="list-style-type: none"> -Crash Test - Teaching Physics with Toys (page 35) Chapter 5, section 1 and 2 |
| <ul style="list-style-type: none"> -work -force -lever | <ul style="list-style-type: none"> -demonstrate | Week 7 | <p style="text-align: center;">Simple Machines - Levers</p> <p>7.6 A The student is expected to: demonstrate basic relationships between force and motion using simple machines including pulleys and levers;</p> <p>(cover screw and wedge – but FOCUS ON LEVERS)</p> | <ul style="list-style-type: none"> -Levers at Work - Teaching Physics with Toys (page 219) - See / Saw Forces - Teaching Physics with Toys (page 201) Chapter 5, section 3 |



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|---|--------------|-------------------|---|---|
| -force -inclined plane -wheel and axle -pulley | -demonstrate | Week 8 | Simple Machines - Pulleys 7.6 A The student is expected to: demonstrate basic relationships between force and motion using simple machines including pulleys and levers; (cover inclined plane and wheel and axle – but FOCUS ON PULLEYS) | -Pulley Power Basics - Teaching Physics with Toys (page 241) -More Pulley Power - Teaching Physics with Toys (page 253) Chapter 5, section 3 |
| | | Week 9 | REVIEW AND EXAM | |

***Optional Curricular Choices**

This would be a great time to provide additional instruction on physical science.