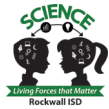




# Rockwall ISD Science 7 on-level Year-at-a-Glance



	Term 1	Term 2	Term 3	Term 4
Focus TEKS ESSENTIAL	<u>Unit 1</u> 1A, 1B, 2A, <b>2B</b> , 2C, 2D, 2E, 4B <u>Unit 2</u> <b>6A</b> , 8B <u>Unit 3</u> <b>6A</b> , 8B <u>Unit 4</u> 3B, 3C, <b>8C</b>	<u>Unit 5</u> (Started in Term 1) 8A, 10A, <b>10B</b> , <b>10C</b> <u>Unit 6</u> 3B, <b>3C</b> , 12C, <b>12D</b> , <b>12F</b> <u>Unit 7</u> 3B, <b>3C</b> , 9A	<u>Unit 8</u> <b>5A</b> , <b>5B</b> , 7A, 7B, 13A, 13B <u>Unit 9</u> 3B, <b>3C</b> , 7B, <b>12B</b> , 12C, <b>12D</b> , 12E, <b>12F</b>	<u>Unit 10</u> 13A, 13B <u>Unit 11</u> 14A, <b>14B</b> , <b>14C</b> <u>Unit 12</u> <b>11A</b> , 11B, <b>11C</b> , 12A
Topic Focus	<u>Unit 1</u> Lab Safety, Scientific Investigations <u>Unit 2</u> Physical vs. Chemical Changes on Earth <u>Unit 3</u> Weathering, Erosion, and Deposition <u>Unit 4</u> Human Impact on Watersheds	<u>Unit 5</u> (Started in Term 1) Catastrophic Events and Succession <u>Unit 6</u> Cell Theory and Plant vs. Animal Cells <u>Unit 7</u> Solar System	<u>Unit 8</u> Plant Processes and Flow of Energy <u>Unit 9</u> Human Body Systems	<u>Unit 10</u> Homeostasis <u>Unit 11</u> Genetics and Heredity <u>Unit 12</u> Genetic Change Over Time
Resources	<u>Unit 1</u> <b>Chapter 1</b> all <u>Unit 2</u> <b>Chapter 3</b> Section 2 <u>Unit 3</u> <b>Chapter 8</b> Section 2 <u>Unit 4</u> <b>Chapter 8</b> Section 1	<u>Unit 5</u> (started in Term 1) <b>Chapter 8</b> Section 3 <b>Chapter 6</b> Section 3 <b>Chapter 7</b> Section 1 <u>Unit 6</u> <b>Chapter 2</b> Section 1 Chapter 4 Sections 1 & 2 <u>Unit 7</u> <b>Chapter 2</b> Section 2	<u>Unit 8</u> <b>Chapter 5</b> Section 2 <b>Chapter 6</b> Section 1 <b>Chapter 11</b> Section 2 <u>Unit 9</u> <b>Chapter 4</b> Section 2 <b>Chapters 13, 14, 15, &amp; 16</b>	<u>Unit 10</u> <b>Chapter 5</b> Section 1 <u>Unit 11</u> <b>Chapter 9</b> all <u>Unit 12</u> <b>Chapter 2</b> Section 3 <b>Chapter 10</b> all <b>Chapter 11</b> Section 1 <b>Chapter 12</b> Section 1
Key Concepts	<u>Unit 1</u> <ul style="list-style-type: none"> <li>This unit bundles the student expectations that address how scientific investigations should be conducted in a safe, environmentally appropriate, and ethical manner, as well as the organization of student work in science notebooks.</li> <li>Lab equipment will be introduced and utilized.</li> <li>Scientific Method and Science Process Skills will be investigated and practiced.</li> </ul>	<u>Unit 5</u> <ul style="list-style-type: none"> <li>Predict and describe how different types of catastrophic events impact ecosystems</li> <li>Describe how ecosystems rebuild through the process of succession</li> </ul> <u>Unit 6</u> <ul style="list-style-type: none"> <li>Cells come from other cells</li> <li>Differentiate between structure in both plant and animal cell organelles</li> <li>Differentiate between function in both plant and animal cell organelles</li> </ul>	<u>Unit 8</u> <ul style="list-style-type: none"> <li>Plants transform radiant energy into chemical energy in photosynthesis.</li> <li>Geotropism is a plant's response to gravity.</li> <li>Phototropism is a plant's response to light.</li> <li>Emergence of seedlings is a direct result of these responses.</li> <li>Producers create their own energy through photosynthesis which is then transferred through a food chain.</li> </ul>	<u>Unit 10</u> <ul style="list-style-type: none"> <li>Organisms (plants and animals) respond to stimuli in order to maintain homeostasis</li> </ul> <u>Unit 11</u> <ul style="list-style-type: none"> <li>Traits are physical or behavioral</li> <li>Heredity is the passing of genetic instructions from one generation to the next.</li> <li>Compare organisms that reproduce sexually or asexually, and recognize the advantages and disadvantages of each method.</li> </ul>



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	<p>Unit 2</p> <ul style="list-style-type: none"><li>Physical vs. Chemical Changes will be investigated through lab investigations.</li></ul> <p>Unit 3</p> <ul style="list-style-type: none"><li>Analyze the effects of weathering, erosion, and deposition on different ecoregions of Texas.</li><li>Identify examples of physical and chemical weathering.</li><li>These are processes that affect Earth's surface.</li></ul> <p>Unit 4</p> <ul style="list-style-type: none"><li>Water flows from high elevation to low elevation.</li><li>Water carries pollution</li><li>Water quality is directly affected by human activities, and students will model these effects.</li></ul>	<ul style="list-style-type: none"><li>The shape of the cell is directly related to the function of that cell</li><li>Recognize that The Cell Theory has developed over time through the work of many scientists and the invention of the microscope</li></ul> <p>Unit 7</p> <ul style="list-style-type: none"><li>During this unit, students analyze the characteristics of the objects in our solar system that allow life to exist. Based on their analyses, students formulate reasonable explanations as to why Earth can support life and communicate conclusions in their notebooks.</li><li>Students identify the accommodations that enable manned space exploration.</li><li>Students recognize that space travel has an affect on the human body</li></ul>	<ul style="list-style-type: none"><li>Consumers are found at different feeding levels in an ecosystem.</li><li>Decomposers break down decaying matter.</li><li>10% rule in an energy pyramid.</li><li>Modifications to an ecosystem impact the flow of energy through a food web due to interdependence</li></ul> <p>Unit 9</p> <ul style="list-style-type: none"><li>Compare the functions of cell organelles to the functions of an organ system</li><li>Understand the forces that affect motion in organisms, such as the circulation of blood</li><li>Identify main organ systems and their important organs, as well as the other systems within the body they function with</li><li>Understand physical and chemical change through digestion</li></ul>	<ul style="list-style-type: none"><li>Genes are contained within chromosomes in the nucleus.</li></ul> <p>Unit 12</p> <ul style="list-style-type: none"><li>explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival</li><li>identify changes in genetic traits that have occurred over several generations through natural selection and selective breeding</li><li>students examine organisms or their structures such as insects or leaves and use dichotomous keys for identification.</li></ul>
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