

Curriculum Map

<b>Subject:</b> Science	<b>Grade Level:</b> 7	<b>Sixth Week:</b> 2 <sup>nd</sup>	<b>Week:</b> 1
Instructional Focus Summary	Bacteria, Protists, and Fungi		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p><b>(TEKS below 80% passing on the last TAKS test)</b></p>	<p><b>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.</b></p> <p><u>(A) identify that sexual reproduction results in more diverse offspring and asexual reproduction results in more uniform offspring</u></p> <p><u>(B) compare traits of organisms of different species that enhance their survival and reproduction</u></p> <p>7.11 Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli.</p> <p><u>(B) identify responses in organisms to external stimuli found in the environment such as the presence or absence of light</u></p> <p><b>7.12 Science concepts. The student knows that there is a relationship between organisms and the environment.</b></p> <p><u>(B) observe and describe how organisms including producers, consumers, and decomposers live together in an environment and use existing resources</u></p>		
Concepts/ Vocabulary	aerobe anaerobe endospore lichen pasteurization pathogen pseudo pod vaccine	algae antibiotic hyphae mycorrhizae protest protozoan saprophyte	
Resources	Glencoe Texas Science (GTS) Grade 7 text book pages 198-225 Glencoe interactive lesson planner CD Glencoe lab manual		
Instructional Activities	Mini-lab Introduction of concepts daily Note sheets Vocabulary sheets Labs Student journal In class reading and discussion Hands on demonstration		
Assessment	Critical thinking exercise Learning probes Group discussion		

	Quizzes Lab
Integration	Reading (word wall)
Intervention	Learning probes Review Practice Co-op Re-instruction Differentiation
Extension	Investigation and discussion of concepts and research Real word applications

<b>Subject:</b> <b>Science</b>	<b>Grade Level:</b> <b>7</b>	<b>Sixth Week:</b> <b>2<sup>nd</sup></b>	<b>Week:</b> <b>2</b>
Instructional Focus Summary	Bacteria, Protists, and Fungi		
TEKS/SE  ( <b>Bolded TEKS/SE are assessed with TAKS</b> )  (Power TEKS/Student Expectations are Underlined)  ( <b>TEKS below 80% passing on the last TAKS test</b> )	<p><b>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.</b>  (A) identify that sexual reproduction results in more diverse offspring and asexual reproduction results in more uniform offspring  (B) <u>compare traits of organisms of different species that enhance their survival and reproduction</u></p> <p>7.11 Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli.  (B) identify responses in organisms to external stimuli found in the environment such as the presence or absence of light</p> <p><b>7.12 Science concepts. The student knows that there is a relationship between organisms and the environment.</b>  (B) observe and describe how organisms including producers, consumers, and decomposers live together in an environment and use existing resources</p>		
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Resources	Glencoe Texas Science (GTS) Grade 7 text book pages 198-225 Glencoe interactive lesson planner CD Glencoe lab manual		
Instructional Activities	Mini-lab Introduction of concepts daily Note sheets Vocabulary sheets Labs Student journal In class reading and discussion Hands on demonstration		
Assessment	Critical thinking exercise Learning probes Group discussion Quizzes Lab		

Integration	Reading (word wall)
Intervention	Learning probes Review Practice Co-op Re-instruction Differentiation
Extension	Investigation and discussion of concepts and research Real word applications

<b>Subject:</b> <b>Science</b>	<b>Grade Level:</b> <b>7</b>	<b>Sixth Week:</b> <b>2<sup>nd</sup></b>	<b>Week:</b> <b>3</b>
<b>Instructional Focus Summary</b>	Invertebrate Animals		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>  <b>(TEKS below 80% passing on the last TAKS test)</b>	<p>7.8 Science concepts. The student knows that complex interactions occur between matter and energy.  (B) identify that radiant energy from the Sun is transferred into chemical energy through the process of photosynthesis</p> <p>7.9 Science concepts. The student knows the relationship between structure and function in living systems.  (B) describe how organisms maintain stable internal conditions while living in changing external environments</p> <p><b>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.</b>  (A) identify that sexual reproduction results in more diverse offspring and asexual reproduction results in more uniform offspring  <u>(B) compare traits of organisms of different species that enhance their survival and reproduction</u></p> <p>7.11 Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli.  (B) identify responses in organisms to external stimuli found in the environment such as the presence or absence of light</p> <p><b>7.12 Science concepts. The student knows that there is a relationship between organisms and the environment.</b>  (A) identify components of an ecosystem  (B) observe and describe how organisms including producers, consumers, and decomposers live together in an environment and use existing resources  (C) describe how different environments support different varieties of organisms  (D) observe and describe the role of ecological succession in ecosystems</p>		
<b>Concepts/ Vocabulary</b>	appendage closed circulatory system exoskeleton invertebrate medusa mollusk polyp symmetry	arthropod cnidarian gill mantel metamorphosis open circulatory system radula	
<b>Resources</b>	Glencoe Texas Science (GTS) Grade 7 text book pages 228-258 Glencoe interactive lesson planner Glencoe lab manual		
<b>Instructional Activities</b>	Mini-lab Introduction of concepts daily Note sheets		

	<p>Vocabulary sheets  Labs  Student journal  In class reading and discussion  Hands on demonstration</p>
Assessment	<p>Critical thinking exercise  Learning probes  Group discussion  Quizzes  Lab</p>
Integration	<p>Reading (word wall)</p>
Intervention	<p>Learning probes  Review  Practice  Co-op  Re-instruction  Differentiation</p>
Extension	<p>Investigation and discussion of concepts and research  Real word applications</p>

<b>Subject:</b> <b>Science</b>	<b>Grade Level:</b> <b>8</b>	<b>Sixth Week:</b> <b>2<sup>nd</sup></b>	<b>Week:</b> <b>4</b>
Instructional Focus Summary	Invertebrate Animals		
TEKS/SE  ( <b>Bolded TEKS/SE are assessed with TAKS</b> )  ( <u>Power TEKS/Student Expectations are Underlined</u> )  ( <b>TEKS below 80% passing on the last TAKS test</b> )	<p><b>7.8 Science concepts. The student knows that complex interactions occur between matter and energy.</b> (B) identify that radiant energy from the Sun is transferred into chemical energy through the process of photosynthesis</p> <p>7.9 Science concepts. The student knows the relationship between structure and function in living systems. (B) describe how organisms maintain stable internal conditions while living in changing external environments</p> <p>7.11 Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli. (B) identify responses in organisms to external stimuli found in the environment such as the presence or absence of light</p> <p><b>7.12 Science concepts. The student knows that there is a relationship between organisms and the environment.</b> (A) identify components of an ecosystem (B) observe and describe how organisms including producers, consumers, and decomposers live together in an environment and use existing resources (C) describe how different environments support different varieties of organisms (D) observe and describe the role of ecological succession in ecosystems</p>		
Concepts/ Vocabulary	appendage closed circulatory system exoskeleton invertebrate medusa mollusk polyp symmetry	arthropod cnidarian gill mantel metamorphosis open circulatory system radula	
Resources	Glencoe Texas Science (GTS) Grade 7 text book pages 228-258 Glencoe interactive lesson planner Glencoe lab manual		
Instructional Activities	Mini-lab Introduction of concepts daily Note sheets Vocabulary sheets Labs Student journal In class reading and discussion Hands on demonstration		
Assessment	Critical thinking exercise		

	Learning probes Group discussion Quizzes Lab
Integration	Reading (word wall)
Intervention	Learning probes Review Practice Co-op Re-instruction Differentiation
Extension	Investigation and discussion of concepts and research Real word applications

<b>Subject:</b> <b>Science</b>	<b>Grade Level:</b> <b>7</b>	<b>Sixth Week:</b> <b>2<sup>nd</sup></b>	<b>Week:</b> <b>5</b>
Instructional Focus Summary	Vertebrate Animals		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>  <b>(TEKS below 80% passing on the last TAKS test)</b>	<p>7.9 Science concepts. The student knows the relationship between structure and function in living systems. (B) describe how organisms maintain stable internal conditions while living in changing external environments</p> <p><b>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.</b> <u>(B) compare traits of organisms of different species that enhance their survival and reproduction</u></p> <p>7.11 Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli. (B) identify responses in organisms to external stimuli found in the environment such as the presence or absence of light</p> <p><b>7.12 Science concepts. The student knows that there is a relationship between organisms and the environment.</b> (A) identify components of an ecosystem <b>(C) describe how different environments support different varieties of organisms</b></p>		
Concepts/ Vocabulary	Amniotic egg carnivore                      cartilage chordate                        contour feather down feather                 ectotherm endotherm                     estivation herbivore                     hibernation marsupial                     monotreme omnivore                      placental		
Resources	Glencoe Texas Science (GTS) Grade 7 text book pages 260-285 Glencoe interactive lesson planner Glencoe lab manual		
Instructional Activities	Mini-lab Introduction of concepts daily Note sheets Vocabulary sheets Labs Student journal In class reading and discussion Hands on demonstration		
Assessment	Critical thinking exercise Learning probes Group discussion		

	Quizzes Lab
Integration	Reading (word wall)
Intervention	Learning probes Review Practice Co-op Re-instruction Differentiation
Extension	Investigation and discussion of concepts and research Real word applications

<b>Subject:</b> <b>Science</b>	<b>Grade Level:</b> <b>7</b>	<b>Sixth Week:</b> <b>2<sup>nd</sup></b>	<b>Week:</b> <b>6</b>
Instructional Focus Summary	Vertebrate Animals / six weeks review		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p><b>(TEKS below 80% passing on the last TAKS test)</b></p>	<p>7.9 Science concepts. The student knows the relationship between structure and function in living systems. (B) describe how organisms maintain stable internal conditions while living in changing external environments</p> <p><b>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.</b> <u>(B) compare traits of organisms of different species that enhance their survival and reproduction</u></p> <p>7.11 Science concepts. The student knows that the responses of organisms are caused by internal or external stimuli. (B) identify responses in organisms to external stimuli found in the environment such as the presence or absence of light</p> <p><b>7.12 Science concepts. The student knows that there is a relationship between organisms and the environment.</b> (A) identify components of an ecosystem <b>(C) describe how different environments support different varieties of organisms</b></p>		
Concepts/ Vocabulary	<p>Amniotic egg</p> <p>carnivore                      cartilage</p> <p>chordate                      contour feather</p> <p>down feather               ectotherm</p> <p>endotherm                    estivation</p> <p>herbivore                    hibernation</p> <p>marsupial                   monotreme</p> <p>omnivore                     placental</p>		
Resources	<p>Glencoe Texas Science (GTS) Grade 7 text book pages 260-285</p> <p>Glencoe interactive lesson planner</p> <p>Glencoe lab manual</p>		
Instructional Activities	<p>Mini-lab</p> <p>Introduction of concepts daily</p> <p>Note sheets</p> <p>Vocabulary sheets</p> <p>Labs</p> <p>Student journal</p> <p>In class reading and discussion</p> <p>Hands on demonstration</p>		
Assessment	<p>Critical thinking exercise</p> <p>Learning probes</p> <p>Group discussion</p>		

	Quizzes Lab
Integration	Reading (word wall)
Intervention	Learning probes Review Practice Co-op Re-instruction Differentiation
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