**7th Grade Science Curriculum Calendar**

Semester 1

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| Dates | #Days | Unit Title/ Due Dates / Essential Questions | Core Content & CC Standards | Resources/Materials/ Assessments |
| Aug 8th-Oct 5th  Oct 11 and 12  Buffer Days | 43 | UT: Cells  DD:  Unit Essential Question:  Lessons:  Language of Life Science  Characteristics of Life  Necessities of Living Things  **( Biology 101 Check Pt. Eval)**  Biomolecules (P,C,L,NA)  Cell Theory Timeline  Cell Theory  **(Cell Theory 101 Check Pt Eval)**  Organelles  Cell Cookie Lab - **STEM**  Prokaryote/Eukaryote  Cells - **STEM**  **(Cells 101 Ck. Pt Eval)**  Cell Processes  DNA  Cell Division  **STEM CHOICE Photosynthesis, cell respiration or cell division**  **(killer 101 :) this is hard!)**    Unit Evaluation - use questions previously used on evals. | Core Content:  **CC Standards:S7L2.** Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms. **a.** Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. (Clarification statement: The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.) **b.** Develop and use a conceptual model of how cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.  Program of Studies: | Resources:  Assessment:  Biology 101  Quizziz - L, C,N  Cell Theory 101 |
| Oct 15th- Dec 18th  If all are ready we begin on Oct. 11th. | 41 | UT: Genetics/Human Body  DD:  Unit Essential Question:  Lessons:  Mendel  Genetics  Asexual/Sexual = equal or unique  DNA  Protein Synthesis  Mutations  Body Systems  Cell Hierarchy  Systems  Functions  Parts  Interdependence  STEM Projects | Core Content:  CC Standards:  **S7L3.** Obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring. a. Construct an explanation supported with scientific evidence of the role of genes and chromosomes in the process of inheriting a specific trait.**S7L.c.** Construct an argument that systems of the body (Cardiovascular, Excretory, Digestive, Respiratory, Muscular, Nervous, and Immune) interact with one another to carry out life processes. (Clarification statement: The emphasis is not on learning individual structures and functions associated with each system, but on how systems interact to support life processes.)  b. Develop and use a model to describe how asexual reproduction can result in offspring with identical genetic information while sexual reproduction results in genetic variation. (Clarification statement: Models could include, but are not limited to, the use of monohybrid Punnett squares to demonstrate the heritability of genes and the resulting genetic variation, identification of heterozygous and homozygous, and comparison of genotype vs. phenotype.) c. Ask questions to gather and synthesize information about the ways humans influence the inheritance of desired traits in organisms through selective breeding. (Clarification statement: The element specifically addresses artificial selection and the ways in which it is fundamentally different from natural selection.)  Program of Studies: | Resources:  Assessment: |
| Jan 7th- March 6th | 40 | UT: Evolution/Fossils/Classification  DD:  Unit Essential Question:  Lessons:  Darwin  Finches  Moths  Adaptations  Speciation  Fossils  Homologous Structures  Classification  Hierarchy  Domain, kingdom,  Taxonomy  Linneaus  Kingdom Specifics  Binomial Nomenclature  Characteristics of Organisms  Cladograms/Branching Diagrams  STEM Activities | Core Content:  CC Standards:S7L1. Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically. a. Develop and defend a model that categorizes organisms based on common characteristics. b. Evaluate historical models of how organisms were classified based on physical characteristics and how that led to the six kingdom system (currently archaea, bacteria, protists, fungi, plants, and animals). (Clarification statement: This includes common examples and characteristics such as, but not limited to, prokaryotic, eukaryotic, unicellular, multicellular, asexual reproduction, sexual reproduction, autotroph, heterotroph, and unique cell structures. Modern classification will be addressed in high school.)  Program of Studies: | Resources:  Assessment: |
| Mar 12th – May 20th | 32 (Milestone 5 days, Final week activities 5 days | UT: Ecology (Week of Testing, Review, Final School Activities)  DD:  Unit Essential Question:  Lessons:  Abiotic vs. Biotic  Biodiversity  Biomes  STEM Activities  Food chain vs. Food Web  Interdependence of organisms  Energy Pyramid  Cycle of Nature - C, N, H2O  STEM Activities | Core Content:  CC Standards:S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments. a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. (Clarification statement: The interactions include, but are not limited to, predator-prey relationships, competition, mutualism, parasitism, and commensalism.) b. Develop a model to describe the cycling of matter and the flow of energy among biotic and abiotic components of an ecosystem. (Clarification statement: Emphasis is on tracing movement of matter and flow of energy, not the biochemical mechanisms of photosynthesis and cellular respiration.) c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems. d. Ask questions to gather and synthesize information from multiple sources to differentiate between Earth’s major terrestrial biomes (i.e., tropical rain forest, savanna, temperate forest, desert, grassland, taiga, and tundra) and aquatic ecosystems (i.e., freshwater, estuaries, and marine). (Clarification statement: Emphasis is on the factors that influence patterns across biomes such as the climate, availability of food and water, and location.)  Program of Studies: | Resources:  Assessment: |