## Cycle 1
### 29 Days
Aug. 26 - Oct. 4, 2019

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 1: Structure and Function of Cells**<br>Students recognize the levels of organization in living things and the components of the Cell Theory and differentiate between the structure and function in plant and animal cells. | 11 class periods (90-min. each) or 22 class periods (45-min. each) | **Science Process Standards:**<br>לנו.7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Education Agency approved safety standards.  
לנו.7.2A Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology.  
לנו.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.  
לנו.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.  
לנו.7.3A analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.  
לנו.7.3B Use models to represent aspects of the natural world such as human body systems, and plant and animal cells.  
לנו.7.3C Identify advantages and limitations of models such as size, scale, properties, and materials.  
לנו.7.3D Relate the impact of research on scientific thought and society including the history of science and contributions of scientists as related to the content.  
לנו.7.4A Use appropriate tools including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information.  

**Science Content Standards:**  
לנו.7.12C Recognize levels of organization in plants, and animals, including cells, tissues, organs, organ systems, and organisms.  
לנו.7.12D Differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole.  
לנו.7.12E Compare the functions of cell organelles to the functions of an organ system.  
לנו.7.12F Recognize the components of cell theory. |
### Cycle 2

**24 Days**

Oct. 7 - Nov. 8, 2019

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 2: Human Body Systems and STEM | 10 class periods (90-min. each) or 20 class periods (45-min. each) | The student will:  

**Science Process Standards:**  
- SCI.7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Education Agency approved safety standards.  
- SCI.7.1B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials.  
- SCI.7.2A Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology.  
- SCI.7.2B Design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology.  
- SCI.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.  
- SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.  
- SCI.7.3A Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.  
- SCI.7.3B Use models to represent aspects of the natural world such as human body systems, and plant and animal cells.  
- SCI.7.3C Identify advantages and limitations of models such as size, scale, properties, and materials.  

**Science Content Standards:**  
- SCI.7.12B Identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems.  

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**Fall Holiday** (students only) Oct. 9  
**Early Dismissals** Oct. 18 Nov. 8
## Scope and Sequence

### Science – Grade 7

**Cycle 3**

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3: Stimulus and Response</strong>&lt;br&gt;Students investigate and describe how organisms respond and relate to responses to internal and external stimuli in human body.</td>
<td>5 class periods&lt;br&gt;(90-min. each) or 10 class periods&lt;br&gt;(45-min. each)</td>
<td><strong>Science Process Standards:</strong>&lt;br&gt;SCI.7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Education Agency approved safety standards.&lt;br&gt;SCI.7.1B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials.&lt;br&gt;SCI.7.2A Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology.&lt;br&gt;SCI.7.2B Design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology.&lt;br&gt;SCI.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.&lt;br&gt;SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.&lt;br&gt;SCI.7.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.&lt;br&gt;SCI.7.3A Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.&lt;br&gt;SCI.7.3B Use models to represent aspects of the natural world such as human body systems, and plant and animal cells.&lt;br&gt;SCI.7.3C Identify advantages and limitations of models such as size, scale, properties, and materials.&lt;br&gt;SCI.7.4A Use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information.&lt;br&gt;SCI.7.4B Use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher.&lt;br&gt;<strong>Science Content Standards:</strong>&lt;br&gt;SCI.7.13A Investigate how organisms respond to external stimuli found in the environment such as phototropism and flight or flight.&lt;br&gt;SCI.7.13B Describe and relate responses in organisms that may result from internal stimuli such as wilting plants, fever or vomiting in animals that allow them to maintain balance.</td>
</tr>
</tbody>
</table>

**24 Days**

Nov. 11-Dec. 19, 2019

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Thanksgiving Break**<br>Nov. 25-29

**Teacher Prep Day**<br>Dec. 20

**Winter Break**<br>Dec. 23 - Jan. 3
## Cycle 3

### 24 Days
Nov. 11-Dec. 19, 2019

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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<thead>
<tr>
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</thead>
</table>
| Unit 4: Matter and Energy within an Organism | 5 class periods (90-min. each) or 10 class periods (45-min. each) | **Science Process Standards:**

- **SCI.7.1A** Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Education Agency approved safety standards.
- **SCI.7.1B** Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials.
- **SCI.7.2A** Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology.
- **SCI.7.2B** Design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology.
- **SCI.7.2C** Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.
- **SCI.7.2D** Construct tables, using repeated trials and means, to organize data and identify patterns.
- **SCI.7.2E** Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.
- **SCI.7.3A** analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.
- **SCI.7.3B** Use models to represent aspects of the natural world such as human body systems, and plant and animal cells.
- **SCI.7.3C** Identify advantages and limitations of models such as size, scale, properties, and materials.
- **SCI.7.4A** Use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information.
- **SCI.7.4B** Use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher.

**Science Content Standards:**

- **SCI.7.6A** Distinguish between physical and chemical changes in matter.
- **SCI.7.7A** Illustrate the transformation of energy within an organism such as the transfer from chemical energy to thermal energy.
### Cycle 4
**29 Days**
Jan. 6 - Feb. 14, 2020

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 5: Genetics | 5 class periods (90-min. each) | **Science Process Standards:**  
SCI.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.  
SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.  
SCI.7.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.  
SCI.7.3A Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.  
SCI.7.3B Use models to represent aspects of the natural world such as human body systems, and plant and animal cells.  
SCI.7.3C Identify advantages and limitations of models such as size, scale, properties, and materials.  
SCI.7.4A Use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information.  
SCI.7.4B Use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher.  
**Science Content Standards:**  
SCI.7.14A Define heredity as the passage of genetic instructions from one generation to the next generation.  
SCI.7.14B Compare the results of uniform or diverse offspring from asexual or sexual reproduction.  
SCI.7.14C Recognize that inherited traits of individuals are governed in the genetic material found in the genes within chromosomes in the nucleus. |
|      | or 10 class periods (45-min. each) |  
MLK Jr. Day Jan. 20  
Early Dismissals Jan. 18 Feb. 14 |  
|      |  |  

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
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| Cycle 4 | 29 Days  
Jan. 6 - Feb. 14, 2020 |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Unit</td>
<td># Class Periods</td>
</tr>
</tbody>
</table>
| Unit 6: Variations Within Species | 7 class periods (90-min. each) or 14 class periods (45-min. each) | **Science Process Standards:**  
- SCI.7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Education Agency approved safety standards.  
- SCI.7.1B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials.  
- SCI.7.2A Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology.  
- SCI.7.2B Design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology.  
- SCI.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.  
- SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.  
- SCI.7.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.  
- SCI.7.3A Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.  
- SCI.7.4A Use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information.  
- SCI.7.4B Use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher. |
| | | **Science Content Standards:**  
- SCI.7.11A Examine organisms or their structures such as insects or leaves and use dichotomous keys for identification.  
- SCI.7.11B Explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb.  
- SCI.7.11C Identify some changes in genetic traits that have occurred over several generations through natural selection and selective breeding such as the Galapagos Medium Ground Finch (Geospiza fortis) or domestic animals and hybrid plants.  
- SCI.7.12A Investigate and explain how internal structures of organisms have adaptations that allow specific functions such as gills in fish, hollow bones in birds, or xylem in plants. |
### Cycle 5

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 7: Plant Processes</strong>&lt;br&gt;Students investigate structures that enhance a plant’s survival that recognizes energy transformations during photosynthesis, demonstrates and illustrates forces that effect motion in plants.</td>
<td><strong>12 class periods</strong> (90-min. each) or <strong>24 class periods</strong> (45-min. each)</td>
<td><strong>Science Process Standards:</strong>&lt;br&gt;- SCI.7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Education Agency approved safety standards.&lt;br&gt;- SCI.7.2A Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology.&lt;br&gt;- SCI.7.2B Design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology.&lt;br&gt;- SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.&lt;br&gt;- SCI.7.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.&lt;br&gt;- SCI.7.3A Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.&lt;br&gt;- SCI.7.3B Use models to represent aspects of the natural world such as human body systems and plant and animal cells.&lt;br&gt;- SCI.7.4A Use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information.&lt;br&gt;- SCI.7.5A Recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis.&lt;br&gt;- SCI.7.7B Demonstrate and illustrate forces that affect motion in organisms such as emergence of seedlings, turgor pressure, geotropism, and circulation of blood.&lt;br&gt;- SCI.7.11B Explain variation within a population or species by comparing external features, behaviors, or physiology of organisms that enhance their survival such as migration, hibernation, or storage of food in a bulb.&lt;br&gt;- SCI.7.12A Investigate and explain how internal structures of organisms have adaptations that allow specific functions such as gills in fish, hollow bones in birds, or xylem in plants.&lt;br&gt;- SCI.7.13A Investigate how organisms respond to external stimuli found in the environment such as phototropism and fight or flight.&lt;br&gt;- SCI.7.13B Describe and relate responses in organisms that may result from internal stimuli such as wilting in plants and fever or vomiting in animals that.&lt;br&gt;- SCI.7.14B Compare the results of uniform or diverse offspring from asexual or sexual reproduction.</td>
</tr>
</tbody>
</table>
Cycle 6 38 Days Apr. 6 - May 29, 2020

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit 8: Biodiversity</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Students observe and describe how energy flows through living systems and the role of ecological succession and how it contributes to the biodiversity within an ecosystem. | 5 class periods (90-min. each) or 10 class periods (45-min. each) | **Science Process Standards:**
- SCI.7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Education Agency approved safety standards.
- SCI.7.2A Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology.
- SCI.7.2B Design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology.
- SCI.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.
- SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.
- SCI.7.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.
- SCI.7.3A Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.
- SCI.7.3B Use models to represent aspects of the natural world such as human body systems and plant and animal cells.
- SCI.7.3C Identify advantages and limitations of models such as size, scale, properties, and materials.
- SCI.7.4A Use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information.

- **Science Content Standards:**
  - SCI.7.5B Diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids.
  - SCI.7.10A Observe and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms.
  - SCI.7.10B Describe how biodiversity contributes to the sustainability of an ecosystem.
  - SCI.7.10C Observe, record, and describe the role of ecological succession such as in microhabitat of a garden with weeds.

Spring Holiday Apr. 10
Memorial Day May 25
### Scope and Sequence  
#### Science – Grade 7

<table>
<thead>
<tr>
<th>Cycle 6</th>
<th>38 Days</th>
<th>科学</th>
<th>2019-2020 Scope and Sequence</th>
<th>Science – Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong># Class Periods</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
<td><strong>The student will:</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 9: Catastrophic Events and Ecosystems</td>
<td>6 class periods (90-min. each) or 12 class periods (45-min. each)</td>
<td><strong>Science Process Standards:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  - SCI.7.1A Demonstrate safe practices during laboratory and field investigations as outlined in the Texas Education Agency approved safety standards.  
  - SCI.7.1B Practice appropriate use and conservation of resources including disposal, reuse, or recycling of materials  
  - SCI.7.2A Plan and implement comparative and descriptive investigations by making observations, asking well defined questions, and using appropriate equipment and technology.  
  - SCI.7.2B Design and implement experimental investigations by making observations, asking well defined questions, formulating testable hypotheses, and using appropriate equipment and technology.  
  - SCI.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers.  
  - SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns.  
  - SCI.7.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends.  
  - SCI.7.3A analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student.  
  - SCI.7.3B Use models to represent aspects of the natural world such as human body systems and plant and animal cells.  
  - SCI.7.3C Identify advantages and limitations of models such as size, scale, properties, and materials.  
  - SCI.7.4A Use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information.  
  - SCI.7.8A Predict and describe how catastrophic events such as floods, hurricanes, or tornadoes impact ecosystems.  
  - SCI.7.8B Analyze the effects of weathering, erosion, and deposition on the environment in ecoregions of Texas.  
  - SCI.7.8C Model the effects of human activity on groundwater and surface water in a watershed. |
| **Spring Holiday** | Apr. 10 |  |  |
| **Memorial Day** | May 25 |  |  |
### Cycle 6

**38 Days**  
**Apr. 6 - May 29, 2020**  

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
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<tbody>
<tr>
<td><strong>Unit 10:</strong> Characteristics of Our Solar System</td>
<td>4 class periods (90-min. each) or 8 class periods (45-min. each)</td>
<td>The student will:</td>
</tr>
</tbody>
</table>
| | **Spring Holiday**  
**Apr. 10** | **Science Process Standards:** |
| | **Memorial Day**  
**May 25** | - SCI.7.2C Collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers. |
| | | - SCI.7.2D Construct tables, using repeated trials and means, to organize data and identify patterns. |
| | | - SCI.7.2E Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. |
| | | - SCI.7.3A Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, so as to encourage critical thinking by the student. |
| | | - SCI.7.3B Use models to represent aspects of the natural world such as human body systems and plant and animal cells. |
| | | - SCI.7.3C Identify advantages and limitations of models such as size, scale, properties, and materials. |
| | | - SCI.7.4A Use appropriate tools, including life science models, hand lenses, stereoscopes, microscopes, beakers, Petri dishes, microscope slides, graduated cylinders, test tubes, meter sticks, metric rulers, metric tape measures, timing devices, hot plates, balances, thermometers, calculators, water test kits, computers, temperature and pH probes, collecting nets, insect traps, globes, digital cameras, journals/notebooks and other necessary equipment to collect, record and analyze information. |
| | | **Science Content Standards:** |
| | | SCI.7.9A Analyze the characteristics of objects in our solar system that allow life to exist such as the proximity of the Sun, presence of water, and composition of the atmosphere. |
| | | SCI.7.9B Identify the accommodations, considering the characteristics of our solar system that enabled manned space exploration. |