



GREENUP COUNTY SCIENCE

7th Grade

Science and Engineering Practices

- Asking Questions (science) and Defining Problems (engineering)
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations (science) and Designing Solutions (engineering)
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts

- Patterns
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

3-5 Engineering Design

throughout the year

Disciplinary Core Ideas

ETS1.A: Defining and Delimiting Engineering Problems

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.
- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.
- Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
- Models of all kinds are important for testing solutions.

ETS1.C: Optimizing the Design Solution

- Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design.
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.

Performance Expectations

MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tools, or process such that an optimal design can be achieved.

Energy
1st nine weeks

**Waves & Electromagnetic Radiation
Forces & Interactions**
2nd nine weeks

Disciplinary Core Ideas

PS3.A: Definitions of Energy

- A system of objects may also contain stored (potential) energy, depending on their relative positions.
- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

PS3.B: Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time.
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones.

PS3.C: Relationship Between Energy and Forces

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

Disciplinary Core Ideas

PS4.A: Wave Properties

- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
- A sound wave needs a medium through which it is transmitted.

PS4.B: Electromagnetic Radiation

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves.

PS4.C: Information Technologies and Instrumentation

- Digitalized signals (sent as wave pulses) are a more reliable way to encode and transmit information.

PS2.B: Types of Interactions

- Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.
- Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass – e.g., Earth and the sun.
- Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).

Performance Expectations

07-PS3-2: Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.

07-PS3-3: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

07-PS3-4: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

07-PS3-5: Construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

Performance Expectations

07-PS4-1: Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

07-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

07-PS4-3: Integrate qualitative scientific and technical information to support the claim that digitized signals are a more viable way to encode and transmit information than analog signals.

07-PS2-3: Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

07-PS2-4: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

07-PS2-5: Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other though the objects are not in contact.

<p style="text-align: center;">Chemical Reactions Matter & Energy in Organisms & Ecosystems 3rd nine weeks</p>	<p style="text-align: center;">Structure, Function, & Information Processing Growth, Development, & Reproduction of Organisms 4th nine weeks</p>
<p><u>Disciplinary Core Ideas</u></p> <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. The total number of each type of atom is conserved, and thus the mass does not change. Some chemical reactions release energy, others store energy. <p>PS3.D: Energy in Chemical Processes and Everyday Life</p> <ul style="list-style-type: none"> The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen. Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. 	<p><u>Disciplinary Core Ideas</u></p> <p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> Animals engage in characteristic behaviors that increase the odds of reproduction. Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. Genetic factors as well as local conditions affect the growth of the adult plant.
<p><u>Performance Expectations</u></p> <p>07-PS1-2: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>07-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>07-PS1-6: Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</p> <p>07-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>07-LS1-7: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support and/or release energy as this matter moves through an organism.</p>	<p><u>Performance Expectations</u></p> <p>07-LS1-1: Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.</p> <p>07-LS1-2: Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p> <p>07-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>07-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p> <p>07-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p>