

GRADE 7
GENERAL SCIENCE
CHRISTMAS TERM PLAN
2023-2024

TERM ONE: SEPTEMBER 4 – DECEMBER 15

DATES	WEEK S	THEORY	LABS/QUIZ/TESTS
September 4-8	WEEK S 1	INTRODUCTION → Welcome the students. → Implement the <i>Learner Profile Analysis Questionnaire</i> . → Rules and expectations for classes → Give the students the curriculum for the term.	Student will complete Learner Profile Analysis Questionnaire on Google Classroom.
September 11-15	WEEK 2	Unit 1 Working like a Scientist <ul style="list-style-type: none"> ● Define the terms science and technology. ● Explain how science and technology are related. ● Using our senses and identifying the Science Process Skills to keep us informed about our environment → Skills: Observing, Experimenting, Recording, Inferring, Conclusion, Classifying, Defining Operationally, Controlling variables, Communication, Measuring, Interpreting Data, Hypothesizing, Predicting.	Homework Students will follow the scientific method to test the use of their senses by tasting and smelling food items when they are blindfolded under adult supervision at home.
September 18-22	Week 3	<ul style="list-style-type: none"> ● Complete Science Process Skills: Observing, Experimenting, Recording, Inferring, Conclusion, Classifying, Defining Operationally, Controlling variables, Communication, Measuring, Interpreting Data, Hypothesizing, Predicting. 	Course Work 1 Complete a worksheet on the science process skills.

September 25-29	Week 4	<p>Scientific Method:</p> <ul style="list-style-type: none"> ● Explain the stages in the scientific method. ● Formulate criteria for the presentation of observations in an experimental format. 	<p>Classwork</p> <p>Demonstrate a scientific experiment to illustrate the scientific method. (Group work)</p>
October 2-6	Week 5	<p>Jamaican Scientists:</p> <ul style="list-style-type: none"> ● To research on Jamaican scientists and international scientist/innovators. <p>Website: https://my-jamaican-life.com/tag/jamaican-scientists/ https://www.discovermagazine.com/the-sciences/the-10-greatest-scientists-of-all-time</p>	<p>Homework</p> <p>A quiz on the Jamaican Scientists.</p>
<p>October 9-11</p> <p>Classes will be affected.</p> <p>(October 12-16)</p>	WEEK 6	<p>Lab Apparatus & Lab Safety:</p> <ul style="list-style-type: none"> ● List and state the function of each laboratory equipment. ● Identify potentially dangerous situations and know how to correct them. ● Describe ways to be safe in the lab. ● Interpret lab safety symbols. <p>→ (Make it a fun activity)</p>	
<p>October 17-20</p> <p>Mid-term</p> <p>(October 12-16)</p>	WEEK 7	<p>Complete Lab Apparatus & Lab Safety:</p> <ul style="list-style-type: none"> ● Identify potentially dangerous situations and know how to correct them. ● Describe ways to be safe in the lab. ● Interpret lab safety symbols. 	<p>Course Work 2</p> <p>To identify lab equipment and interpret lab symbols and safety scenarios using a worksheet.</p>
October 23-27	WEEK 8	<p>Review for Six Weekly Test</p> <p>Grouping Things:</p> <p>→ (Inquiry-based learning)</p> <ul style="list-style-type: none"> ● Sorting things seen in the environment: <ul style="list-style-type: none"> ● <i>living and non-living</i> ● Classify materials as solids, liquids and gases. 	<p>Test #1: Working like a scientist: Science Process Skills, Scientific Method, Jamaican Scientist and Lab Apparatus and Safety</p>

		<ul style="list-style-type: none"> ● Demonstrate that solids and liquids are made up of tiny particles. ● Relate the arrangement of tiny particles to the states of matter. 	
October 30 to November 3	WEEK 9	<p>Non-Living (Nature of Matter):</p> <ul style="list-style-type: none"> ● Compare the three states of matter in terms of physical properties. ● Plan and design an investigation to show how matter changes state (any scenario in everyday life). ● Formulate a working definition of matter. ● Describe the processes involved in the water cycle. <p>Climate Change</p> <ul style="list-style-type: none"> ● Investigate the Greenhouse Effect ● Deduce the relationship between Greenhouse Effect and Global Warming ● Human practices on climate change and plans to reduce its impact on lives 	<p>Class Activity</p> <p>Plan and design an investigation to show how matter changes state (any scenario in everyday life)</p>
November 6-10	WEEK 10	<p>Grouping Things: Sorting things seen in the environment:</p> <p>a) Living into plants and animals.</p> <p>Animals:</p> <p>a) Subgroups of animals. b) Characteristics of animal subgroups.</p> <p>Plants:</p> <p>a) Subgroups of plants b) Characteristics of monocot and dicot plants-seeds, leaves, flowers.</p>	<p>Class activity:</p> <p>Students will sort things observed in the Sunken Garden into living (plants and animals)</p>
November 13-17	WEEK 11	<p>Sexual Reproduction in plants:</p> <ul style="list-style-type: none"> ● Make annotated drawings of the external and internal structure of seed and fruit. ● Differentiate between seed and fruit. ● Identify the main parts of a seed (testa, hilum, cotyledons, micropyle)- Monocot & Dicot ● Germination: <ul style="list-style-type: none"> ○ Stages of germination ○ Necessary conditions for germination ○ Types of germination: <ul style="list-style-type: none"> ■ Hypogeal 	

		<ul style="list-style-type: none"> ■ epigeal 	
November 20-24	WEEK 12	<p><i>Sexual Reproduction in plants:</i></p> <ul style="list-style-type: none"> ● Dissect and draw the reproductive structures of a flower. ● Describe the process and list the agents of pollination. ● Compare the structure of wind and insect-pollinated flowers. ● Explain the process of fertilisation 	<p>Classwork</p> <p>Students will take a flower to the class which they will dissect, identify and draw the structures observed.</p>
November 27-December 1	WEEK 13	<p><i>Sexual Reproduction in plants:</i></p> <ul style="list-style-type: none"> ● Describe what happens after fertilisation to form seeds and fruits ● Relate the structure of seeds and fruits to the structure of the flower <p><i>Asexual reproduction in plants</i></p> <ul style="list-style-type: none"> ● Identify and list some plants that can reproduce without making seeds. ● Describe ways in which new plants can be grown without seeds 	<p>Coursework 3</p> <p>Labelling worksheet on the parts of a flower and the function of each part of a flower.</p>
December 4-8	WEEK 14	<p><i>Review for Six Weekly Test</i></p>	<p>Test #2: Group things: living and non-living and sexual reproduction in plants.</p>
December 11-19	WEEK 15-16	<p><i>Con'd Asexual reproduction in plants</i></p> <ul style="list-style-type: none"> ● Compare asexual and sexual reproduction in plants <p>Return and review six weekly test</p> <p style="text-align: center;">END OF TERM</p>	<p>PROJECT to be done during the holidays (learning by doing) Individual work – to make a model to show energy conversion. A website will be given to help students generate ideas to make the models.</p> <p>https://sciencetoymaker.org/</p>
December 19-January 02		CHRISTMAS BREAK	