



Seventh Grade Unifying Concepts and TEKS Correlation

Systems	Properties, Patterns, and Models	Consistency and Change	
7.5 – The student knows the equilibrium of a system may change.	7.7 – The student knows that substances have physical and chemical properties.	7.6 – The student knows that there is a relationship between force and motion.	
<p>7.5A – Describe how systems may reach equilibrium such as when a volcano erupts.</p> <p>7.5B – Observe and describe the role of ecological succession in maintaining equilibrium in an ecosystem.</p>	<p>7.7A – Identify and demonstrate everyday examples of chemical phenomena such as rusting and tarnishing of metals and burning of wood.</p> <p>7.7B – Describe physical properties of elements and identify how they are used to position an element on the periodic table.</p> <p>7.7C – Recognize that compounds are composed of elements.</p>	<p>7.6A – Demonstrate basic relationships between force and motion using simple machines including pulleys and levers.</p> <p>7.6B – Demonstrate that an object will remain at rest or move at a constant speed and in a straight line if it is not being subjected to an unbalanced force.</p> <p>7.6C – Relate forces to basic processes in living organisms including the flow of blood and the emergence of seedlings.</p>	
7.8 – The student knows that complex interactions occur between matter and energy.	7.9 – The student knows the relationship between structure and function in living systems.	7.10 – The student knows that species can change through generations and that instructions for traits are contained in genetic material of the organisms.	
<p>7.8A – Illustrate examples of potential and kinetic energy in everyday life such as objects at rest, movement of geologic faults, and falling water.</p> <p>7.8B – Identify that radiant energy from the Sun is transferred into chemical energy through the process of photosynthesis.</p>	<p>7.9A – Identify the systems of the human organism and describe their functions.</p> <p>7.9B – Describe how organisms maintain stable internal conditions while living in changing external environments.</p>	<p>7.10A – Identify that sexual reproduction results in more diverse offspring and asexual reproduction results in more uniform offspring.</p> <p>7.10B – Compare traits of organisms of different species that enhance their survival and reproduction.</p> <p>7.10C – Distinguish between dominant and recessive traits and recognize that inherited traits of an individual are contained in genetic material.</p>	
7.12 – The student knows that there is a relationship between organisms and the environment.	7.11 – The student knows that responses of organisms are caused by internal or external stimuli.		
<p>7.12A – Identify components of an ecosystem.</p> <p>7.12B – Observe and describe how organisms including producers, consumers, and decomposers live together in an environment and use existing resources.</p> <p>7.12C – Describe how different environments support different varieties of organisms.</p>	7.13 – The student knows components of our solar system.		
	<p>7.11A – Analyze changes in organisms such as fever or vomiting that result from internal stimuli.</p> <p>7.11B – Identify responses in organisms to external stimuli found in the environment such as the presence or absence of light.</p>	<p>7.13A – Identify and illustrate how the tilt of the Earth on its axis as it rotates and revolves around the Sun causes changes in seasons and length of a day.</p> <p>7.13B – Relate the Earth's movement and the moon's orbit to the observed cyclical phases of the moon.</p>	
	7.14 – The student knows that natural events and human activity can alter Earth systems.		
	<p>7.14A – Describe and predict the impact of different catastrophic events on the Earth.</p> <p>7.14B – Analyze effects of regional erosional deposition and weathering.</p> <p>7.14C – make inferences and draw conclusions about effects of human activity on Earth's renewable, non-renewable, and inexhaustible resources.</p>		