Oklahoma 7 Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Oklahoma
Grade	7 (Middle)
Subject	Science
Course category	Core
Standards family	Science
Framework	Oklahoma Academic Standards for Science (2026)
Issuing agency	Oklahoma State Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Obtaining, Evaluating and Communicating

Unit 3: Systems, and Matter Through an Ecosystem · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Where did you get that, and is it any good?
Standards	**Cells, Tissues, Organs and Systems** -> **7.LS2.1 Ecosystems: Interactions, Energy, and Dynamics** — Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. **7.LS2.2 Ecosystems: Interactions, Energy, and Dynamics** — Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
Learning target	“I can find, judge and communicate scientific information.”
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will obtain information about body systems from supplied sources.
- Students will evaluate sources and communicate findings.

Success criteria (student-friendly)

- “I obtain information from a source.”
- “I judge whether the source is reliable.”
- “I communicate it clearly to an audience.”

Academic vocabulary

obtain, evaluate, communicate, source, reliability, audience, evidence

Materials and technology

- A supplied source set
- Chart paper
- Notebooks
- Whiteboards
- Class devices where available

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Information obtained, a source evaluated, and findings communicated.

Family communication

Ask your child how they judged whether a source was reliable.

Day 41 — The Verb Nobody Assesses

Week 9, Day 1 · Unit 3 · Standards: 7.LS2.1, 7.LS2.2

Focus	The standard's actual demand.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

TEACHER NOTE: ALL SOURCES ARE TEACHER-SUPPLIED. No pupil is sent to search the open internet in this plan, no account is created, and nothing is published outside the school. Connect: Weeks 7 and 8. Try: shared discussion. Apply: pupils state what each verb requires. Reflect: a poster that copies a source has done one of the three.

Check for understanding

Student states what each of the three verbs requires.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Obtaining Without Copying

Week 9, Day 2 · Unit 3 · Standards: 7.LS2.1, 7.LS2.2

Focus	Obtain.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

Connect: the verbs. Teach: taking notes in your own words with the source recorded, then writing with the source closed - which makes copying nearly impossible. Try: shared practice. Apply: pupils take notes on one system. Reflect: this is a habit that protects the pupil.

Check for understanding

Student takes usable notes in their own words with the source recorded.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Is This Source Any Good

Week 9, Day 3 · Unit 3 · Standards: 7.LS2.1, 7.LS2.2

Focus	Evaluate.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

Connect: obtaining. Teach: who made a source, what they know, when it was made, and whether it agrees with another - applied to supplied sources of varying quality. Try: shared evaluation. Apply: pupils evaluate three. Reflect: a scientific claim is only as good as what stands behind it.

Check for understanding

Student evaluates a source with stated reasons.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Saying It So Somebody Can Use It

Week 9, Day 4 · Unit 3 · Standards: 7.LS2.1, 7.LS2.2

Focus	Communicate.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

Connect: evaluation. Teach: communicating a finding to a stated audience - what to include, what to leave, what a diagram carries better than words. Try: shared drafting. Apply: pupils draft for one audience. Reflect: pupils make their own diagrams; NO COPYRIGHTED IMAGE OR PUBLISHED MATERIAL IS REPRODUCED.

Check for understanding

Student communicates a finding appropriately for an audience.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — All Three Verbs

Week 9, Day 5 · Unit 3 · Standards: 7.LS2.1, 7.LS2.2

Focus	7.LS2.1, 7.LS2.2 assessed at full demand.
Learning target	“I can find, judge and communicate scientific information.”
Vocabulary in use	obtain, evaluate, communicate, source, reliability, audience, evidence
Local date	_____

Learning sequence

Connect: the week. Teach: a short piece that obtains, evaluates and communicates on one body system. Try: shared setup. Apply: pupils produce. Reflect: this week's standard recorded across all three weeks.

Check for understanding

Student obtains, evaluates and communicates on a body system.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Source citation

Oklahoma State Department of Education. Oklahoma Academic Standards for Science (2026). Codes are scope.domain.number, where the domain follows the NGSS disciplinary core ideas (PS, LS, ESS, ETS1). Oklahoma writes PreK-8 by grade and high school as named courses - Biology (B), Chemistry (CH), Physics (PH), Earth Science (ES), Environmental Science (EN), Physical Science (PS) and Aeronautics (AR). Engineering design is banded (K2, G35, MS, HS) rather than written per grade, so a grade product also cites its band's engineering codes. Oklahoma implements newly approved standards in the school year following legislative review, so this 2026 edition is the one in force for 2026-2027. Scope: grade 7. Retrieved 2026-07-27 from https://oklahoma.gov/education/services/standards-learning/science.html