# الهيكل الوزاري الجديد المسار العام منهج انسباير



تاريخ إضافة الملف على موقع المناهج: 2024-10-31 10:05:19

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| المزيد من مادة علوم: | ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس |

## التواصل الاجتماعي بحسب الصف السابع

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| صفحة المناهج الإماراتية على فيسبوك | | | | | |
| المواد على تلغرام | التربية الاسلامية | اللغة العربية | اللغة الانجليزية | الرياضيات | |

## المزيد من الملفات بحسب الصف السابع والمادة علوم في الفصل الأول

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| 1 | الهيكل الوزاري الجديد المسار العام منهج بريدج |
| 2 | اختبار القياس الدولي IBT متبوع بالإجابات |
| 3 | ملخص وأوراق عمل الدرس الأول Ecosystems in Resources منهج انسباير |
| 4 | عرض بوربوينت درس المخاليط |
| 5 | حل أوراق عمل الدرس الثالث Matter of Cycling دورة المادة |

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| Academic Year<br>العام الدراسي | 2024/2025 |
| | |
| Term<br>الفصل | 1 |
| | |
| Subject<br>المادة | Science/Inspire<br>العلوم/انسبير |
| | |
| Grade<br>الصف | 7 |
| | |
| Stream<br>المسار | General<br>العام |
| | |
| Number of MCQ<br>عدد الأسئلة الموضوعية | 15 |
| | |
| Marks of MCQ<br>درجة الأسئلة الموضوعية | 4 |
| | |
| Number of FRQ<br>عدد الأسئلة المقالية | 4 |
| | |
| Marks per FRQ<br>الدرجات للأسئلة المقالية | 7 to 12 |
| | |
| Type of All Questions<br>نوع كافة الأسئلة | MCQ / لأسئلة الموضوعية<br>FRQ / الأسئلة المقالية |
| | |
| Maximum Overall Grade<br>الدرجة القصوى الممكنة | 100 |
| | |
| Exam Duration - مدة الامتحان | 150 minutes |
| | |
| Mode of Implementation -طريقة التطبيق | SwiftAssess & Paper-Based |
| | |
| Calculator | Allowed |
| الآلة الحاسبة | مسموحة |
| | |

| Question*<br>السؤال* | | Learning Outcome/Performance Criteria**<br>ناتج التعلم/ معايير الأداء** | Grade 7 General Science Book<br>Example/Exercise<br>مثال/تمرين | Page<br>الصفحة | PDF Question Number<br>PDF Question number in MCQ section |
|---|---|---|---|---|---|
| MCQ - الأسئلة الموضوعية | 1 | Students will describe how energy is transferred between producers, consumers, and decomposers in ecosystems. | Trophic levels figure | 38 | 1 |
| | | | Three-Dimensional Thinking | 41 | 2 |
| | 2 | Students will explore the dynamic nature of ecosystems. Focusing on both natural changes and human disruptions. They will evaluate how and argue that changes to physical or biological components of an ecosystem affect populations within the ecosystem | Collect Evidence | 118 | 3 |
| | | | Real-World Connection (Q4) | 122 | 4 |
| | 3 | Students will describe how energy is transferred between producers, consumers, and decomposers in ecosystems. | Text in page | 30 | 5 |
| | | | Definition from text | 30 | 6 |
| | 4 | Students will understand that in organisms, food moves through a series of chemical reactions and the molecules are rearranged to support growth or release energy. | Collect Evidence | 19 | 7 |
| | | | How are photosynthesis and cellular respiration related? | 20 | 8 |
| | | | Real-World Connection (Q5) | 24 | 9 |
| | 5 | Students will describe how matter cycles through living and non-living parts of ecosystem. Understand that atoms are conserved as they cycle through the ecosystem. | Collect Evidence | 52 | 10 |
| | | | Summarize it | 56 | 11 |
| | 6 | Students will understand the effects of different limiting factors such as resource availability on organisms and populations of organisms in an ecosystem. | Definition from text | 80 | 12 |
| | | | Definition from text | 80 | 13 |
| | 7 | Students will explore patterns of interactions among organisms. | Collect Evidence | 98 | 14 |
| | | | Summarize it | 100 | 15 |
| | 8 | Students will explore the dynamic nature of ecosystems. Focusing on both natural changes and human disruptions. | Collect Evidence | 118 | 16 |
| | | | Real-World Connection (Q5) | 122 | 17 |
| | 9 | Students will describe how matter cycles through living and non-living parts of ecosystem. | Collect Evidence | 53 | 18 |
| | | | Nitrogen Cycle figure | 53 | 19 |
| | | | Three-Dimensional Thinking | 57 | 20 |
| | 10 | Students will understand that in organisms, food moves through a series of chemical reactions and the molecules are rearranged to support growth or release energy. | Collect Evidence | 15 | 21 |
| | | | Q1 | 22 | 22 |
| | 11 | Students will explore the dynamic nature of ecosystems. Focusing on both natural changes and human disruptions. | Definition from text | 115 | 23 |
| | | | Three-Dimensional Thinking | 121 | 24 |
| | 12 | Students will understand the effects of different limiting factors such as resource availability on organisms and populations of organisms in an ecosystem. | Definition from text | 77 | 25 |
| | | | Investigation | 78 | 26 |
| | 13 | Students will describe how energy is transferred between producers, consumers, and decomposers in ecosystems. | Three-Dimensional Thinking | 35 | 27 |
| | | | Go online | 38 | 28 |
| | | | Three-Dimensional Thinking | 41 | 29 |
| | 14 | Students will describe how matter cycles through living and non-living parts of ecosystem. | Collect Evidence | 50 | 30 |
| | | | Definition from text | 50 | 31 |
| | 15 | Students will explain how light energy is used to make sugars from carbon dioxide and water through the process of photosynthesis. | Investigation | 10 | 32 |
| | | | Information from text | 11 | 33 |
| | | | | | PDF Question number in FRQ section |
| FRQ - الأسئلة المقالية | 1 | Students will explain for how light energy is used to make sugars from carbon dioxide and water through the process of photosynthesis. | Collect Evidence | 15 | 1 |
| | | | Three-Dimensional Thinking | 20 | 3 |
| | | Students will understand that in organisms, food moves through a series of chemical reactions and the molecules are rearranged to support growth or release energy. | Collect Evidence | 19 | 2 |
| | | | Q1 | 22 | 4 |
| | 2 | Students will describe how energy is transferred between producers, consumers, and decomposers in ecosystems. | Evidence (A) | 28 | 5 |
| | | | Three-Dimensional Thinking | 35 | 6 |
| | | | Collect Evidence | 38 | 7 |
| | | | Go online | 38 | 8 |
| | | | Trophic levels figure | 38 | 9 |
| | | | Summarize it | 40 | 10 |
| | 3 | Students will describe how matter cycles through living and non-living parts of ecosystem. | Collect Evidence | 50 | 11 |
| | | | Collect Evidence | 52 | 12 |
| | | | Collect Evidence | 53 | 13 |
| | | | Oxygen cycle figure | 54 | 14 |
| | | | Collect Evidence | 54 | 15 |
| | | Students will understand that atoms are conserved as they cycle through the ecosystem. | Summarize it | 56 | 16 |
| | 4 | Students will analyze and interpret data to explore how organisms are dependent on their interactions with living and nonliving factors in their environment. | Collect Evidence | 75 | 17 |
| | | Students will explore patterns of interactions among organisms. They will explain the nature of these relationships and understand that they may be symbiotic or nonsymbiotic. | Three-Dimensional Thinking | 95 | 18 |
| | | | Collect Evidence | 95 | 19 |
| | | | It's your turn | 96 | 20 |
| | | | Summarize it | 100 | 21 |
| | | Students will explore the dynamic nature of ecosystems. Focusing on both natural changes and human disruptions. | Definition from text | 109 | 22 |
| | | | Definition from text | 109 | 23 |
| | | | Definition from text | 115 | 24 |
| | | | Collect Evidence | 115 | 25 |

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| * | Questions might appear in a different order in the actual exam. |
| * | قد تظهر الأسئلة بترتيب مختلف في الامتحان الفعلي. |
| ** | As it appears in the textbook, LMS, and (Main_IP). |
| ** | كما وردت في كتاب الطالب وLMS والخطة الفصلية . |