Curriculum Map – Life Science
Grade 7 / 8

Quarter 1		Quarter 2
Growth and Development of Organisms *4 Weeks* MS-LS1-4 MS-LS1-5 MS-LS1-8 **Discipline Proficiencies** 2. By the end of middle school, the CMS student can analyze information from several sources (written, graphical, verbal, mathematical) to draw scientifically valid conclusions. 1. By the end of middle school, the CMS student can construct, interpret, and analyze models to build understanding and test ideas.	**Observing Life** *2 Weeks* MS-LS 1-1 ● Microscopes ● Characteristics of Life 3. By the end of middle school, the CMS student can effectively obtain and communicate scientifically valid evidence in a number of ways (qualitatively, i.e. written, verbally; quantitatively i.e. graphically, mathematically) to support a claim. (characteristics of life)	**Heredity: Inheritance and Variation of Traits** *4 Weeks* MS-3-1 MS-3-2 MS-4-5 **Proficiencies** 1. By the end of middle school, the CMS student can construct, interpret, and analyze models to build understanding and test ideas. (Skittles Activity follow up questions) 3. By the end of middle school, the CMS student can effectively obtain and communicate scientifically valid evidence in a number of ways (qualitatively, i.e. written, verbally; quantitatively i.e. graphically, mathematically) to support a claim. (Exit tickets--Asexual reproduction, Investigating Reproductive Strategies)

Quarter 3	
Evidence of Common Ancestry and Diversity *5 Weeks* MS-LS 4-1 MS-LS 4-2 MS-LS 4-3 MS-LS 4-4 MS-LS 4-6 **Proficiencies** 2. By the end of middle school, the CMS student can analyze information from several sources (written, graphical, verbal, mathematical) to draw scientifically valid conclusions.	**Structure and Function** *14 Weeks* MS-LS 1-1 MS-LS 1-2 MS-LS 1-3 MS-LS 1-8 Nervous **Proficiencies** 1.By the end of middle school, the CMS student can construct, interpret, and analyze models to build understanding and test ideas. 2. By the end of middle school, the CMS student can analyze information from several sources (written, graphical, verbal, mathematical) to draw scientifically valid conclusions.

3. By the end of middle school, the CMS student can effectively obtain and communicate scientifically valid evidence in a number of ways (qualitatively, i.e. written, verbally; quantitatively i.e. graphically, mathematically) to support a claim.	3. By the end of middle school, the CMS student can effectively obtain and communicate scientifically valid evidence in a number of ways (qualitatively, i.e. written, verbally; quantitatively i.e. graphically, mathematically) to support a claim.

Quarter 4	
Matter and Energy Flow *3 Weeks* MS-LS 1-6 MS-LS 1-7 **Proficiencies** 3. By the end of middle school, the CMS student can effectively obtain and communicate scientifically valid evidence in a number of ways (qualitatively, i.e. written, verbally; quantitatively i.e. graphically, mathematically) to support a claim. 4. By the end of middle school, the CMS student can ask questions in order to design and carry out scientific investigations.	**Ecosystems – Changing Dynamics** *4 Weeks* MS-LS 2-1 MS-LS 2-2 MS-LS 2-3 MS-LS 2-4 MS-LS 2-5* **Proficiencies** 3. By the end of middle school, the CMS student can effectively obtain and communicate scientifically valid evidence in a number of ways (qualitatively, i.e. written, verbally; quantitatively i.e. graphically, mathematically) to support a claim. 5. By the end of middle school, the CMS student can identify problems in order to engineer (design), implement, and refine solutions.