

<u>Course Title:</u>	Seventh Grade Science
<i>Physical Sciences</i>	
<u>Grade Level Standards</u>	
<ul style="list-style-type: none"> ● Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. (7-PS2-3) ● Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. (7-PS2-5) 	
<ul style="list-style-type: none"> ● Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. (7-PS2-4) 	
<ul style="list-style-type: none"> ● Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. (7-PS3-2) 	
<ul style="list-style-type: none"> ● Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (7-PS3-4) ● Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. (7-PS3-5) 	
<i>Life Sciences</i>	
<u>Grade Level Standards</u>	
<ul style="list-style-type: none"> ● Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. (7-LS1-4) ● Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. (7-LS1-5) 	
<ul style="list-style-type: none"> ● Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (7-LS1-6) ● Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. (7-LS1-7) 	
<ul style="list-style-type: none"> ● Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (7-LS2-1) ● Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (7-LS2-4) 	
<ul style="list-style-type: none"> ● Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (7-LS2-2) 	
<ul style="list-style-type: none"> ● Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (7-LS2-3) 	

- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. (7-LS3-1)

Earth and Space Science

Grade Level Standards

- Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. (7-ESS1-1)
- Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (7-ESS1-2)
- Analyze and interpret data to determine scale properties of objects in the solar system. (7-ESS1-3)
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. (7-ESS1-4)

Engineering

Grade Level Standards

- Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (6-ETS1-1)
- Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (6-ETS1-2)
- Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (6-ETS1-3)
- Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (6-ETS1-4)