

7th Grade Science Curriculum Map (2015-2016)

Explanation:

SC has finally adopted new science standards. The standards are not Next Generation Science standards (NGSS), although they are closely related to NGSS. SC has adopted the Science and Engineering Practices (SEPs) from NGSS and much of the vertical alignment from the 2005 SC Science Standards to develop the new 2014 SC Science Standards. The standards, the Curriculum Guides (also known as Support Documents), detailed information about the SEPs, and the Indicator Crosswalks are available at the following website:

<http://ed.sc.gov/agency/ccr/Standards-Learning/Science.cfm>

During 2015-16, we will begin teaching the 2014 (NEW) SC Science Standards. It is important to note that SCPASS administered in May 2016 will assess the 2005 standards and will contain field test items from the 2014 standards. Teachers should use the Indicator Crosswalk documents to decide which concepts to teach. Overlapping content should be taught. Any indicators listed at the bottom of the Crosswalk, should also be taught as those are indicators from 2005 that do not match to any indicators in 2014—these indicators, too, will be tested in May 2016.

Students return to school on Tuesday, August 18, 2015. Teachers are asked to begin the year by teaching lab safety and any ground rules for their class. By Thursday, August 20, 2015, true course content should begin. The inquiry standards are not a part of the new SC Science Standards, although inquiry is still an expectation of science students. Time should not be devoted to teaching inquiry at the beginning of the year unless it is directly related to the content of the first unit of study. As teachers review the new SC Science Standards, it should be noted that Bloom's verbiage such as *recall*, *illustrate*, and *summarize*, are no longer in use. The new SC Science standards are, instead, written in the language of the Science and Engineering Practices (the SEPs). The SEP's are as follows:

1. Ask questions and define problems
2. Develop and use models
3. Plan and conduct investigations
4. Analyze and interpret data
5. Use mathematical and computational thinking
6. Construct explanations and design solutions
7. Engage in scientific argument from evidence
8. Obtain, evaluate, and communicate information
9. Construct devices or design solutions to solve specific problems or needs

Course content is expected to be taught according to the aligned SEP. Further information about each SEP can be found at the website above. Professional Development to help with the adjustment will occur during 2015-16. Teachers should check My Learning Plan for opportunities.

The map to the right is based upon the curriculum map created during the summer of 2014. The new units and content indicators are listed with the old units and indicators beneath. Teachers should use the Indicator Crosswalk and Curriculum guides as references.

Year	Week	Course Content	
1 st Quarter	1	NEW: Classification and Conservation of Matter 7.P.2: 7.P.2A.2, 7.P.2A.3, 7.P.2A.4, 7.P.2B.1, 7.P.2B.3, 7.P.2B.4, 7.P.2B.5, 7-5.1 OLD: Chemistry 7-5.1 to 7-5.10	
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2 nd Quarter	10	NEW: Organization in Living Systems (part 1) 7.L.3A.2, 7.L.3A.3, 7-2.4, OLD: Cells 7-2.1 to 7-2.4	
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	12		
	13		NEW: Heredity-Inheritance and Variation of Traits 7.L.4A.1, 7.L.4A.3, 7-2.7 OLD: Genetics 7-2.5 to 7-2.7
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19	NEW: Life Science Organization in Living Systems (part 2) 7.L.3B.1, 7.L.3B.2, 7-3.4 OLD: Human Body and Disease: 7-3.1 to 7-3.4		
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3 rd Quarter	28	NEW: Interactions of Living Systems & the Environment 7.EC.5: 7.EC.5A.1, 7.EC.5A.2, 7.EC.5B.1, 7.EC.5B.2, 7-4.5, 7-4.6 OLD: Ecology 7-4.1 to 7-4.6	
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	33		Review and *SCPASS*
	34		Teacher Selected Activities
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