

## 2011 -12 Pacing Guide

### 07 Science / Life Science 1st Term

Term	Standard
1	<b>GPS.07.SC.C.S7L</b> - Co-Requisite - Content
1	<b>GPS.07.SC.C.S7L4</b> - Students will examine the dependence of organisms on one another and their environments.
1	<b>GPS.07.SC.C.S7L4.a</b> - Demonstrate in a food web that matter is transferred from one organism to another and can recycle between organisms and their environments.
1	<b>GPS.07.SC.C.S7L4.b</b> - Explain in a food web that sunlight is the source of energy and that this energy moves from organism to organism.
1	<b>GPS.07.SC.C.S7L4.c</b> - Recognize that changes in environmental conditions can affect the survival of both individuals and entire species.
1	<b>GPS.07.SC.C.S7L4.d</b> - Categorize relationships between organisms that are competitive or mutually beneficial.
1	<b>GPS.07.SC.C.S7L4.e</b> - Describe the characteristics of Earth's major terrestrial biomes (i.e. tropical rain forest, savannah, temperate, desert, taiga, tundra, and mountain) and aquatic communities (i.e. freshwater, estuaries, and marine).
1	<b>GPS.07.SC.CS.S7CS</b> - Co-Requisite - Characteristics of Science
1	<b>GPS.07.SC.CS.HM.S7CSHM</b> - Habits of Mind
1	<b>GPS.07.SC.CS.HM.S7CS1</b> - Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
1	<b>GPS.07.SC.CS.HM.S7CS1.a</b> - Understand the importance of and keep honest, clear, and accurate records in science.
1	<b>GPS.07.SC.CS.NS.S7CS10.c.i</b> - Demonstrate an understanding of contextual vocabulary in various subjects.
1	<b>GPS.07.SC.CS.HM.S7CS1.b</b> - Understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be completely accurate descriptions.
1	<b>GPS.07.SC.CS.HM.S7CS2</b> - Students will use standard safety practices for all classroom laboratory and field investigations.
1	<b>GPS.07.SC.CS.HM.S7CS2.a</b> - Follow correct procedures for use of scientific apparatus.
1	<b>GPS.07.SC.CS.HM.S7CS2.b</b> - Demonstrate appropriate techniques in all laboratory situations.
1	<b>GPS.07.SC.CS.HM.S7CS2.c</b> - Follow correct protocol for identifying and reporting safety problems and violations.
1	<b>GPS.07.SC.CS.HM.S7CS3</b> - Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
1	<b>GPS.07.SC.CS.HM.S7CS3.a</b> - Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents.
1	<b>GPS.07.SC.CS.HM.S7CS3.b</b> - Use the mean, median, and mode to analyze a set of scientific data.
1	<b>GPS.07.SC.CS.HM.S7CS3.c</b> - Apply the metric system to a scientific investigation that includes metric to metric conversion. (i.e. centimeters to meters).
1	<b>GPS.07.SC.CS.HM.S7CS3.d</b> - Draw conclusions based on analyzed data.
1	<b>GPS.07.SC.CS.HM.S7CS3.e</b> - Decide what degree of precision is adequate, and round off appropriately.

1	<b>GPS.07.SC.CS.HM.S7CS3.f</b> - Address the relationship between accuracy and precision and the importance of each.
1	<b>GPS.07.SC.CS.HM.S7CS4</b> - Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.
1	<b>GPS.07.SC.CS.HM.S7CS4.a</b> - Use appropriate technology to store and retrieve scientific information in topical, alphabetical, numerical, and keyword files, and create simple files.
1	<b>GPS.07.SC.CS.HM.S7CS4.b</b> - Use appropriate tools for measuring objects and/or substances.
1	<b>GPS.07.SC.CS.HM.S7CS4.c</b> - Learn and use on a regular basis standard safety practices for scientific investigations.
1	<b>GPS.07.SC.CS.HM.S7CS5</b> - Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
1	<b>GPS.07.SC.CS.HM.S7CS5.a</b> - Observe and explain how parts can be related to other parts in a system such as predator/prey relationships in a community/ecosystem.
1	<b>GPS.07.SC.CS.HM.S7CS5.b</b> - Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.
1	<b>GPS.07.SC.CS.HM.S7CS6</b> - Students will communicate scientific ideas and activities clearly.
1	<b>GPS.07.SC.CS.HM.S7CS6.a</b> - Write clear, step-by-step instructions for conducting particular scientific investigations, operating a piece of equipment, or following a procedure.
1	<b>GPS.07.SC.CS.HM.S7CS6.b</b> - Write for scientific purposes incorporating data from circle, bar, and line graphs, two-way data tables, diagrams, and symbols.
1	<b>GPS.07.SC.CS.HM.S7CS6.c</b> - Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal.
1	<b>GPS.07.SC.CS.HM.S7CS7</b> - Students will question scientific claims and arguments effectively.
1	<b>GPS.07.SC.CS.HM.S7CS7.a</b> - Question claims based on vague attributions (such as □Leading doctors say...□) or on statements made by people outside the area of their particular expertise.
1	<b>GPS.07.SC.CS.HM.S7CS7.b</b> - Identify the flaws of reasoning that are based on poorly designed research (i.e., facts intermingled with opinion, conclusions based on insufficient evidence).
1	<b>GPS.07.SC.CS.HM.S7CS7.c</b> - Question the value of arguments based on small samples of data, biased samples, or samples for which there was no control.
1	<b>GPS.07.SC.CS.HM.S7CS7.d</b> - Recognize that there may be more than one way to interpret a given set of findings.
1	<b>GPS.07.SC.CS.NS.S7CSNS</b> - The Nature of Science
1	<b>GPS.07.SC.CS.NS.S7CS10.c</b> - Building vocabulary knowledge
1	<b>GPS.07.SC.CS.NS.S7CS10.c.ii</b> - Use content vocabulary in writing and speaking.

### 07 Science / Life Science 2nd Term

Term	Standard
2	<b>GPS.07.SC.C.S7L</b> - Co-Requisite - Content
2	<b>GPS.07.SC.C.S7L1</b> - Students will investigate the diversity of living organisms and how they can be compared scientifically.
2	<b>GPS.07.SC.C.S7L1.a</b> - Demonstrate the process for the development of a dichotomous key.
2	<b>GPS.07.SC.C.S7L1.b</b> - Classify organisms based on physical characteristics using a dichotomous key of the six kingdom system (archaeobacteria, eubacteria, protists, fungi,

	plants, and animals).
2	<b>GPS.07.SC.C.S7L2</b> - Students will describe the structure and function of cells, tissues, organs, and organ systems.
2	<b>GPS.07.SC.C.S7L2.a</b> - Explain that cells take in nutrients in order to grow and divide and to make needed materials.
2	<b>GPS.07.SC.C.S7L2.b</b> - Relate cell structures (cell membrane, nucleus, cytoplasm, chloroplasts, mitochondria) to basic cell functions.
2	<b>GPS.07.SC.C.S7L2.c</b> - Explain that cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.
2	<b>GPS.07.SC.CS.S7CS</b> - Co-Requisite - Characteristics of Science
2	<b>GPS.07.SC.CS.HM.S7CSHM</b> - Habits of Mind
2	<b>GPS.07.SC.CS.HM.S7CS1</b> - Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
2	<b>GPS.07.SC.CS.HM.S7CS1.a</b> - Understand the importance of □ and keep □ honest, clear, and accurate records in science.
2	<b>GPS.07.SC.CS.HM.S7CS1.b</b> - Understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be completely accurate descriptions.
2	<b>GPS.07.SC.CS.HM.S7CS2</b> - Students will use standard safety practices for all classroom laboratory and field investigations.
2	<b>GPS.07.SC.CS.HM.S7CS2.a</b> - Follow correct procedures for use of scientific apparatus.
2	<b>GPS.07.SC.CS.HM.S7CS2.b</b> - Demonstrate appropriate techniques in all laboratory situations.
2	<b>GPS.07.SC.CS.HM.S7CS2.c</b> - Follow correct protocol for identifying and reporting safety problems and violations.
2	<b>GPS.07.SC.CS.HM.S7CS3</b> - Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
2	<b>GPS.07.SC.CS.HM.S7CS3.a</b> - Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents.
2	<b>GPS.07.SC.CS.HM.S7CS3.b</b> - Use the mean, median, and mode to analyze a set of scientific data.
2	<b>GPS.07.SC.CS.HM.S7CS3.c</b> - Apply the metric system to a scientific investigation that includes metric to metric conversion. (i.e. centimeters to meters).
2	<b>GPS.07.SC.CS.HM.S7CS3.d</b> - Draw conclusions based on analyzed data.
2	<b>GPS.07.SC.CS.HM.S7CS3.e</b> - Decide what degree of precision is adequate, and round off appropriately.
2	<b>GPS.07.SC.CS.HM.S7CS3.f</b> - Address the relationship between accuracy and precision and the importance of each.
2	<b>GPS.07.SC.CS.HM.S7CS4</b> - Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.
2	<b>GPS.07.SC.CS.HM.S7CS4.a</b> - Use appropriate technology to store and retrieve scientific information in topical, alphabetical, numerical, and keyword files, and create simple files.
2	<b>GPS.07.SC.CS.HM.S7CS4.b</b> - Use appropriate tools for measuring objects and/or substances.
2	<b>GPS.07.SC.CS.HM.S7CS4.c</b> - Learn and use on a regular basis standard safety practices for scientific investigations.
2	<b>GPS.07.SC.CS.HM.S7CS5</b> - Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

2	<b>GPS.07.SC.CS.HM.S7CS5.a</b> - Observe and explain how parts can be related to other parts in a system such as predator/prey relationships in a community/ecosystem.
2	<b>GPS.07.SC.CS.HM.S7CS5.b</b> - Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.
2	<b>GPS.07.SC.CS.HM.S7CS6</b> - Students will communicate scientific ideas and activities clearly.
2	<b>GPS.07.SC.CS.HM.S7CS6.a</b> - Write clear, step-by-step instructions for conducting particular scientific investigations, operating a piece of equipment, or following a procedure.
2	<b>GPS.07.SC.CS.HM.S7CS6.b</b> - Write for scientific purposes incorporating data from circle, bar, and line graphs, two-way data tables, diagrams, and symbols.
2	<b>GPS.07.SC.CS.HM.S7CS6.c</b> - Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal.
2	<b>GPS.07.SC.CS.HM.S7CS7</b> - Students will question scientific claims and arguments effectively.
2	<b>GPS.07.SC.CS.HM.S7CS7.a</b> - Question claims based on vague attributions (such as □Leading doctors say...□) or on statements made by people outside the area of their particular expertise.
2	<b>GPS.07.SC.CS.HM.S7CS7.b</b> - Identify the flaws of reasoning that are based on poorly designed research (i.e., facts intermingled with opinion, conclusions based on insufficient evidence).
2	<b>GPS.07.SC.CS.HM.S7CS7.c</b> - Question the value of arguments based on small samples of data, biased samples, or samples for which there was no control.
2	<b>GPS.07.SC.CS.HM.S7CS7.d</b> - Recognize that there may be more than one way to interpret a given set of findings.
2	<b>GPS.07.SC.CS.NS.S7CSNS</b> - The Nature of Science
2	<b>GPS.07.SC.CS.NS.S7CS10.c</b> - Building vocabulary knowledge
2	<b>GPS.07.SC.CS.NS.S7CS10.c.i</b> - Demonstrate an understanding of contextual vocabulary in various subjects.
2	<b>GPS.07.SC.CS.NS.S7CS10.c.ii</b> - Use content vocabulary in writing and speaking.

### 07 Science / Life Science 3rd Term

Term	Standard
3	<b>GPS.07.SC.C.S7L</b> - Co-Requisite - Content
3	<b>GPS.07.SC.C.S7L2.e</b> - Explain the purpose of the major organ systems in the human body (i.e., digestion, respiration, reproduction, circulation, excretion, movement, control, and coordination, and for protection from disease).
3	<b>GPS.07.SC.C.S7L2.d</b> - Explain that tissues, organs, and organ systems serve the needs cells have for oxygen, food, and waste removal.
3	<b>GPS.07.SC.C.S7L3</b> - Students will recognize how biological traits are passed on to successive generations.
3	<b>GPS.07.SC.C.S7L3.a</b> - Explain the role of genes and chromosomes in the process of inheriting a specific trait.
3	<b>GPS.07.SC.C.S7L3.b</b> - Compare and contrast sexual and asexual reproduction in organisms (bacteria, protists, fungi, plants & animals).
3	<b>GPS.07.SC.C.S7L3.c</b> - Recognize that selective breeding can produce plants or animals with desired traits.
3	<b>GPS.07.SC.CS.S7CS</b> - Co-Requisite - Characteristics of Science
3	<b>GPS.07.SC.CS.HM.S7CSHM</b> - Habits of Mind
3	<b>GPS.07.SC.CS.HM.S7CS1</b> - Students will explore the importance of curiosity, honesty,

	openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
3	<b>GPS.07.SC.CS.HM.S7CS1.a</b> - Understand the importance of □ and keep □ honest, clear, and accurate records in science.
3	<b>GPS.07.SC.CS.HM.S7CS1.b</b> - Understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be completely accurate descriptions.
3	<b>GPS.07.SC.CS.HM.S7CS2</b> - Students will use standard safety practices for all classroom laboratory and field investigations.
3	<b>GPS.07.SC.CS.HM.S7CS2.a</b> - Follow correct procedures for use of scientific apparatus.
3	<b>GPS.07.SC.CS.HM.S7CS2.b</b> - Demonstrate appropriate techniques in all laboratory situations.
3	<b>GPS.07.SC.CS.HM.S7CS2.c</b> - Follow correct protocol for identifying and reporting safety problems and violations.
3	<b>GPS.07.SC.CS.HM.S7CS3</b> - Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
3	<b>GPS.07.SC.CS.HM.S7CS3.a</b> - Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents.
3	<b>GPS.07.SC.CS.HM.S7CS3.b</b> - Use the mean, median, and mode to analyze a set of scientific data.
3	<b>GPS.07.SC.CS.HM.S7CS3.c</b> - Apply the metric system to a scientific investigation that includes metric to metric conversion. (i.e. centimeters to meters).
3	<b>GPS.07.SC.CS.HM.S7CS3.d</b> - Draw conclusions based on analyzed data.
3	<b>GPS.07.SC.CS.HM.S7CS3.e</b> - Decide what degree of precision is adequate, and round off appropriately.
3	<b>GPS.07.SC.CS.HM.S7CS3.f</b> - Address the relationship between accuracy and precision and the importance of each.
3	<b>GPS.07.SC.CS.HM.S7CS4</b> - Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.
3	<b>GPS.07.SC.CS.HM.S7CS4.a</b> - Use appropriate technology to store and retrieve scientific information in topical, alphabetical, numerical, and keyword files, and create simple files.
3	<b>GPS.07.SC.CS.HM.S7CS4.b</b> - Use appropriate tools for measuring objects and/or substances.
3	<b>GPS.07.SC.CS.HM.S7CS4.c</b> - Learn and use on a regular basis standard safety practices for scientific investigations.
3	<b>GPS.07.SC.CS.HM.S7CS5</b> - Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
3	<b>GPS.07.SC.CS.HM.S7CS5.a</b> - Observe and explain how parts can be related to other parts in a system such as predator/prey relationships in a community/ecosystem.
3	<b>GPS.07.SC.CS.HM.S7CS5.b</b> - Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.
3	<b>GPS.07.SC.CS.HM.S7CS6</b> - Students will communicate scientific ideas and activities clearly.
3	<b>GPS.07.SC.CS.HM.S7CS6.a</b> - Write clear, step-by-step instructions for conducting particular scientific investigations, operating a piece of equipment, or following a procedure.
3	<b>GPS.07.SC.CS.HM.S7CS6.b</b> - Write for scientific purposes incorporating data from circle, bar, and line graphs, two-way data tables, diagrams, and symbols.
3	<b>GPS.07.SC.CS.HM.S7CS6.c</b> - Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal.

3	<b>GPS.07.SC.CS.HM.S7CS7</b> - Students will question scientific claims and arguments effectively.
3	<b>GPS.07.SC.CS.HM.S7CS7.a</b> - Question claims based on vague attributions (such as □Leading doctors say...□) or on statements made by people outside the area of their particular expertise.
3	<b>GPS.07.SC.CS.HM.S7CS7.b</b> - Identify the flaws of reasoning that are based on poorly designed research (i.e., facts intermingled with opinion, conclusions based on insufficient evidence).
3	<b>GPS.07.SC.CS.HM.S7CS7.c</b> - Question the value of arguments based on small samples of data, biased samples, or samples for which there was no control.
3	<b>GPS.07.SC.CS.HM.S7CS7.d</b> - Recognize that there may be more than one way to interpret a given set of findings.
3	<b>GPS.07.SC.CS.NS.S7CSNS</b> - The Nature of Science
3	<b>GPS.07.SC.CS.NS.S7CS10.c</b> - Building vocabulary knowledge
3	<b>GPS.07.SC.CS.NS.S7CS10.c.i</b> - Demonstrate an understanding of contextual vocabulary in various subjects.
3	<b>GPS.07.SC.CS.NS.S7CS10.c.ii</b> - Use content vocabulary in writing and speaking.

**07 Science / Life Science  
4th Term**

Term	Standard
4	<b>GPS.07.SC.C.S7L</b> - Co-Requisite - Content
4	<b>GPS.07.SC.C.S7L5</b> - Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring.
4	<b>GPS.07.SC.C.S7L5.a</b> - Explain that physical characteristics of organisms have changed over successive generations (e.g. Darwin's finches and peppered moths of Manchester).
4	<b>GPS.07.SC.C.S7L5.b</b> - Describe ways in which species on earth have evolved due to natural selection.
4	<b>GPS.07.SC.C.S7L5.c</b> - Explain how the fossil record found in sedimentary rock provides evidence for the long history of changing life forms.
4	<b>GPS.07.SC.CS.S7CS</b> - Co-Requisite - Characteristics of Science
4	<b>GPS.07.SC.CS.HM.S7CSHM</b> - Habits of Mind
4	<b>GPS.07.SC.CS.HM.S7CS1</b> - Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
4	<b>GPS.07.SC.CS.HM.S7CS1.a</b> - Understand the importance of □and keep □honest, clear, and accurate records in science.
4	<b>GPS.07.SC.CS.HM.S7CS1.b</b> - Understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be completely accurate descriptions.
4	<b>GPS.07.SC.CS.HM.S7CS2</b> - Students will use standard safety practices for all classroom laboratory and field investigations.
4	<b>GPS.07.SC.CS.HM.S7CS2.a</b> - Follow correct procedures for use of scientific apparatus.
4	<b>GPS.07.SC.CS.HM.S7CS2.b</b> - Demonstrate appropriate techniques in all laboratory situations.
4	<b>GPS.07.SC.CS.HM.S7CS2.c</b> - Follow correct protocol for identifying and reporting safety problems and violations.
4	<b>GPS.07.SC.CS.HM.S7CS3</b> - Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
4	<b>GPS.07.SC.CS.HM.S7CS3.a</b> - Analyze scientific data by using, interpreting, and

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4	<b>GPS.07.SC.CS.HM.S7CS3.b</b> - Use the mean, median, and mode to analyze a set of scientific data.
4	<b>GPS.07.SC.CS.HM.S7CS3.c</b> - Apply the metric system to a scientific investigation that includes metric to metric conversion. (i.e. centimeters to meters).
4	<b>GPS.07.SC.CS.HM.S7CS3.d</b> - Draw conclusions based on analyzed data.
4	<b>GPS.07.SC.CS.HM.S7CS3.e</b> - Decide what degree of precision is adequate, and round off appropriately.
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4	<b>GPS.07.SC.CS.HM.S7CS5.b</b> - Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.
4	<b>GPS.07.SC.CS.HM.S7CS6</b> - Students will communicate scientific ideas and activities clearly.
4	<b>GPS.07.SC.CS.HM.S7CS6.a</b> - Write clear, step-by-step instructions for conducting particular scientific investigations, operating a piece of equipment, or following a procedure.
4	<b>GPS.07.SC.CS.HM.S7CS6.b</b> - Write for scientific purposes incorporating data from circle, bar, and line graphs, two-way data tables, diagrams, and symbols.
4	<b>GPS.07.SC.CS.HM.S7CS6.c</b> - Organize scientific information using appropriate simple tables, charts, and graphs, and identify relationships they reveal.
4	<b>GPS.07.SC.CS.HM.S7CS7</b> - Students will question scientific claims and arguments effectively.
4	<b>GPS.07.SC.CS.HM.S7CS7.a</b> - Question claims based on vague attributions (such as □Leading doctors say...□) or on statements made by people outside the area of their particular expertise.
4	<b>GPS.07.SC.CS.HM.S7CS7.b</b> - Identify the flaws of reasoning that are based on poorly designed research (i.e., facts intermingled with opinion, conclusions based on insufficient evidence).
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4	<b>GPS.07.SC.CS.NS.S7CSNS</b> - The Nature of Science
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4	<b>GPS.07.SC.CS.NS.S7CS10.c.i</b> - Demonstrate an understanding of contextual vocabulary in various subjects.
4	<b>GPS.07.SC.CS.NS.S7CS10.c.ii</b> - Use content vocabulary in writing and speaking.

