Amplify - 7th Grade Science Curriculum Map

LAUSD Teaching and Learning Framework Focus Elements
3b2: Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in intellectually challenging discussions.
3c1: Instructional projects, activities, and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.
3d3: Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

****LAUSD offers one semester of Health Education of Integrated Science in grade 7. Therefore, the Division of Instruction, in consultation with NGSS experts and the science leadership team, has prioritized a number of units (with Asterisks) for the one-semester of science. To be clear, units with **ASTERISKS** are recommended to be **PRIORITY.** The main goal of the prioritization is to ensure that students are learning the foundational science needed to succeed in high school science courses.

Unit: Geology on Mars**
Unit: Plate Motion
Unit: Plate Motion Engineering Internship
Unit: Rock Transformations**
Unit: Phase Change**
Unit: Phase Change Engineering Internship
Unit: Chemical Reactions**
Unit: Populations and Resources
Unit: Matter and Energy in Ecosystems**

Resources from the publisher's textbook

Resources from outside sources

*Need help reading the curriculum maps? Click here for a breakdown of the map format. Updated 5/21/22

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Geology on Mars				
Time	**Content, Language, and ISTE Standards**	**Learning Targets**	**Assessments**	**Curriculum and Unit Resource Connections**
Chapter 1 2 days Chapter 2 2 days Chapter 3 2 days	MS-ESS2-2 MS-ESS1-3  ELA/ELD Framework ISTE Standards	I can construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Proficiency Scale I can analyze and interpret data, both qualitative and quantitative, from various sources. Proficiency Scale	**Formative Assessments** Lesson 1.1, Act 5 Lesson 1.3, Act 4 Lesson 2.1, Act 3 Lesson 2.1, Act 4 Lesson 2.2, Act 1 Lesson 2.3, Act 1 Lesson 3.1, Act 2 Lesson 3.3, Act 2 Lesson 3.4, Act 1 **Summative Assessments** Lesson 3.5, Act 1	**Anchor Phenomenon** There is evidence that explains how a long channel on the surface of Mars has formed. **Unit Question:** How can we search for evidence that other planets were once habitable? **Unit (Guiding) Questions** ● **Chapter 1** (*3 lessons*): ○ Chapter Question: What geologic process could have formed the channel on Mars? ● **Chapter 2** (3 lessons): ○ Chapter Question: How can we gather more evidence about whether lava or water ● **Chapter 3** (*5 lessons*): ○ Chapter Question: How can we decide which geologic process formed the channel on Mars? **Simulations** ● Google Mars
			Supplemental Assessments **CAST Practice Test**	**Supplemental Resources** **Supplemental Simulations and Videos** **Gizmos (Access via Schoology)** ● Comparing Earth and Venus ● Solar System

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
			Concord NGSS Assessments	• Erosion Rates • River Erosion • Weathering **Discovery Education (Access via Schoology)** • Geology on Mars Resources (PDF) **Supplemental Lessons & Labs** MS-ESS1-3 • Background Information on distribution of groundwater Resources • Environment Diagrams • Ocean Acidification Process • Ocean Acidification PMEL/NOAA • Tantalum Extraction Articles • Tantalum Mining in Congo • Effects of Volcanoes Affecting Health Article MS-ESS2-2 • Exploring Change with GIS • Mountain Building • Geologic Maps and Earthquakes

Back to Top of Document

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Plate Motion
Mystery of the Mesosaurus Fossils

Time	Content, Language, and ISTE Standards	Learning Targets	Assessments	Curriculum and Unit Resource Connections
Chapter 1 4 days Chapter 2 7 days Chapter 3 4 days Chapter 4 4 days	MS-ESS1-3 MS-ESS2-2 MS-ESS2-3  ELA/ELD Framework ISTE Standards	I can analyze and interpret data, both qualitative and quantitative, from various sources. Proficiency Scale I can construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Proficiency Scale	**Formative Assessments** Lesson 1.3, Act 3 Lesson 1.4, Act 3 Lesson 2.2, Act 2 Lesson 2.2, Act 3 Lesson 2.4, Act 4 Lesson 2.5, Act 2 Lesson 3.1, Act 2 Lesson 3.1, Act 3 Lesson 3.2, Act 3 Lesson 3.2, Act 4 Lesson 3.3, Act 3 Lesson 4.2, Act 2 Lesson 4.3, Act 3 **Summative Assessment** Lesson 4.4	**Anchor Phenomenon** The fossils of Mesosaurus are separated by thousands of kilometers of ocean even though the species once all lived together. **Unit (Guiding) Questions** ● Chapter 1 (4 lessons): ○ Chapter Question: What is the land like where Mesosaurus fossils are found? ● Chapter 2 (7 lessons): ○ How did the South American Plate and African Plate move? ● Chapter 3 (4 lessons): ○ How did the Mesosaurus fossils on the South American Plate and African Plate get so far apart? ● Chapter 4 (4 lessons): ○ What best explains the pattern of volcanic activity and earthquakes on the Jalisco Block **Design Problem** *(See Plate Motion Engineering Internship: Tsunami Warning Systems)*

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
			Supplemental Assessments **CAST Practice Test** Concord NGSS Assessments	**Supplemental Resources** **Supplemental Simulations and Videos** **Gizmos (Access via Schoology)** ● Building Pangaea ● Plate Tectonics ● Convection Cells **Discovery Education (Access via Schoology)** ● Plate Motion Resources and Plate Motion Engineering Internship Resources (PDF) **Supplemental Lessons & Labs** MS-ESS2-1 ● Rock Cycle (Reading) MS-ESS2-2 ● Exploring Change with GIS ● Mountain Building MS-ESS2-3 ● Nannofossils Reveal Seafloor Spreading Truth ● Plate Tectonics Puzzle

Back to Top of Document

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Plate Motion Engineering Internship
Tsunami Warning Systems

Time	Content, Language, and ISTE Standards	Learning Targets	Assessments	Curriculum and Unit Resource Connections
Chapter 1 9 days	MS-ETS1-1 MS-ETS1-2 MS-ETS1-3 MS-ETS1-4 MS-ESS2-3 MS-ESS3-2  ELA/ELD Framework ISTE Standards	I can define problems that can be solved with scientific knowledge. Proficiency Scale I can engage in argumentation to construct convincing arguments that support or refute claims about the natural or created word with relevant and sufficient evidence. Proficiency Scale I can analyze and interpret data, both qualitative and quantitative, from various sources. Proficiency Scale I can develop models to explain phenomena. Proficiency Scale		**Anchor Phenomenon** Some earthquakes cause the displacement of ocean water above due to the sudden vertical motion of the plates. The displaced water creates a wave known as a tsunami. **Unit (Guiding) Questions** How can we design an effective tsunami warning system? ● Chapter 1 (10 days) **Design Problem** Students design a better tsunami warning system that limits damage from natural disasters, and define criteria for solutions.
			Supplemental Assessments **CAST Practice Test** SNAP: Natural Hazards Assessment (ESS3-2) Concord NGSS Assessments LA County of	**Supplemental Resources** **Supplemental Simulations and Videos** **Discovery Education (Access via Schoology)** ● Plate Motion Engineering Internship (PDF) **Supplemental Lessons & Labs** Currently no suggested supplemental materials.

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
			Education Performance Assessment: Natural Hazards	

Back to Top of Document

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Rock Transformations**
Geological Puzzle of the Rockies and Great Plains

Time	Content, Language, and ISTE Standards	Learning Targets	Assessments	Curriculum and Unit Resource Connections
Chapter 1 5 days Chapter 2 6 days Chapter 3 4 days Chapter 4 5 days	MS-ESS1-3 MS-ESS2-1 MS-ESS2-2 MS-ESS2-3 MS-ESS3-1  ELA/ELD Framework ISTE Standards	I can analyze and interpret data, both qualitative and quantitative, from various sources. Proficiency Scale I can develop, use, and evaluate models to explain phenomena. Proficiency Scale I can construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Proficiency Scale	**Formative Assessments** Lesson 1.3, Act 3 Lesson 1.5, Act 2 Lesson 2.2, Act 2 Lesson 2.2, Act 3 Lesson 2.4, Act 3 Lesson 2.4, Act 2 Lesson 2.4, Act 3 Lesson 3.1, Act 2 Lesson 3.1, Act 3 Lesson 3.4, Act 2 Lesson 3.4, Act 3 Lesson 4.2, Act 3 **Summative Assessment** Lesson 4.4	**Anchor Phenomenon** The Rocky Mountains and Great Plains are two iconic locations in the United States that have a shared geologic history. **Unit (Guiding) Questions** Why are rock samples from the Great Plain and from the Rocky mountains composed of such similar minerals, when they look so different and come from different areas? ● **Chapter 1** *(5 lessons)*: ○ How did the rock of the Great Plains and the rock of the Rocky Mountains form? ● **Chapter 2** *(6 lessons)*: ○ Where did the magma and sediment that formed the rock of the Great Plains and the rock of the Rocky Mountains come from? ● **Chapter 3** *(4 lessons)*: ○ How could rock form one of the regions have transformed into a different type of rock in the other region? ● **Chapter 4** *(4 lessons)*: ○ What rock transformation processes are happening on Venus?
			Supplemental	**Supplemental Resources**

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
			Assessments **CAST Practice Test** SNAP: New York: A View From Below Assessment (ESS2-1) Concord NGSS Assessments Interim Assessment (Title is Instructional Segment Three) Access via the MS Schoology Group	**Supplemental Simulations and Videos** **Gizmos (Access via Schoology)** ● Rock Classification ● Rock Cycle ● Erosion Rates ● Periodic Trends ● Weathering **Discovery Education (Access via Schoology)** ● Rock Transformations (PDF) **Supplemental Lessons & Labs** MS-ESS2-1 ● Rock Cycle (Reading) MS-ESS2-2 ● Exploring Change with GIS ● Mountain Building MS-ESS2-3 ● Nannofossils Reveal Seafloor Spreading Truth ● Plate Tectonics Puzzle

Back to Top of Document

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Phase Change** Titan's Disappearing Lakes				
Time	**Content, Language, and ISTE Standards**	**Learning Targets**	**Assessments**	**Curriculum and Unit Resource Connections**
Chapter 1 6 days Chapter 2 3 days Chapter 3 5 days Chapter 4 5 days	MS-PS1-1 MS-PS1-4 MS-PS3-4 MS-PS3-5 MS-ESS1-3 MS-ESS2-4  ELA/ELD Framework ISTE Standards	I can develop models to explain phenomena. Proficiency Scale I can plan and carry out investigations to collect evidence to develop explanations and/or solutions. Proficiency Scale I can engage in argumentation to construct convincing arguments that support or refute claims about the natural or created word with relevant and sufficient evidence. Proficiency Scale I can analyze and interpret data, both qualitative and quantitative, from various sources. Proficiency Scale	**Formative Assessments** Lesson 1.4, Act 2 Lesson 1.4, Act 3 Lesson 1.5, Act 3 Lesson 1.6, Act 4 Lesson 2.2, Act 4 Lesson 2.3, Act 4 Lesson 3.1, Act 2 Lesson 3.1, Act 3 Lesson 3.2, Act 4 Lesson 3.3, Act 2 Lesson 4.1, Act 2 Lesson 4.2, Act 4 Lesson 4.4, Act 3 **Summative Assessment** Lesson 4.5 Act 1 Lesson 4.5 Act 2 Lesson 4.5 Act 3	**Anchor Phenomenon** Students will investigate the mystery of a disappearing lake on Titan. **Unit (Guiding) Questions** ● **Chapter 1** *(6 lessons)*: ○ What happened to the liquid in Titan's Lake? ● **Chapter 2** *(3 lessons)*: ○ What could cause liquid methane to change phase? ● **Chapter 3** *(5 lessons)*: ○ Why didn't the liquid methane change phase before 2007 ● **Chapter 4** *(5 lessons)*: ○ Students apply what they learn to a new question-Why is a liquid oxygen machine producing less liquid oxygen than normal. **Unit Project** *(See Phase Change Engineering Internship: Portable Baby Incubators)*

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
			Supplemental Assessments **CAST Practice Test** Concord NGSS Assessments	**Supplemental Resources** **Supplemental Simulations and Videos** **Gizmos (Access via Schoology)** • Phase Changes • Phases of Water • Freezing Point of Saltwater • Temperature and Particle Motion **Discovery Education (Access via Schoology)** Phase Change (PDF) MS-PS1-1 • Waves (PhET) MS-PS1-4 • Build an Atom (PhET) • Build a Molecule (PhET) MS-ESS2-4 • States of Matter (PhET) • Water Cycle • A Trip Through the Water Cycle • Water Cycle Simulations • PBS Convective Cloud Systems Video • Rain in a Pot/Rain in a Cup **Supplemental Lessons & Labs** MS-PS1-1 • Making Molecular Models - (omit discussion of bonding) MS-PS3-4 • Melting Ice

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
				• Radiation and Albedo Experiment • Heat, Temperature and Conduction • Thermal Energy Transfer MS-ESS2-4 • Clouds In a Bottle • WaterShed • Where Did the Water Go? - Watershed Study • Exploring Our Fluid Earth

Back to Top of Document

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Phase Change Engineering Internship				
Time	**Content, Language, and ISTE Standards**	**Learning Targets**	**Assessments**	**Curriculum and Unit Resource Connections**
Chapter 1 9 days	MS-ETS1-1 MS-ETS1-2 MS-ETS1-3 MS-ETS1-4 MS-PS1-4 MS-PS3-3 MS-PS3-4  ELA/ELD Framework ISTE Standards	I can define problems that can be solved with scientific knowledge. Proficiency Scale I can engage in argumentation to construct convincing arguments that support or refute claims about the natural or created word with relevant and sufficient evidence. Proficiency Scale I can analyze and interpret data, both qualitative and quantitative, from various sources. Proficiency Scale I can develop models to explain phenomena. Proficiency Scale I can design solutions supported by multiple sources of evidence		**Anchor Phenomenon** Every year, there are thousands of premature and low-birthweight babies that struggle to thrive due to lack of access to medical equipment. **Unit (Guiding) Questions** Design a portable baby incubator that uses phase change materials. **Unit Project** Design an incubator that considers three criteria: Keep the baby's average temperature close to 37 °C, minimize the time outside the healthy temperature range, and keep costs low.
			Supplemental Assessments **CAST Practice Test** Concord NGSS Assessments	**Supplemental Resources** **Supplemental Simulations and Videos** **Discovery Education (Access via Schoology)** • Phase Change and Phase Change Engineering Internship **Supplemental Lessons & Labs** Currently no suggested supplemental materials.

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
		consistent with scientific ideas, principles, and theories. Proficiency Scale I can plan and carry out investigations to collect evidence to develop explanations and/or solutions. Proficiency Scale		

Back to Top of Document

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Chemical Reactions**
Mysterious Substances in Westfield's Water

Time	Content, Language, and ISTE Standards	Learning Targets	Assessments	Curriculum and Unit Resource Connections
Chapter 1 6 days Chapter 2 3 days Chapter 3 5 days Chapter 4 5 days	MS-PS1-1 MS-PS1-2 MS-PS1-3 MS-PS1-5 MS-PS1-6 MS-LS1-6 MS-LS1-7 MS-ESS3-1 MS-ESS3-3 MS-ESS3-5  ELA/ELD Framework	I can develop models to explain phenomena. Proficiency Scale I can analyze and interpret data, both qualitative and quantitative, from various sources. Proficiency Scale I can obtain, evaluate and communicate info that critiques and evaluates the merit, accuracy, and validity of ideas and methods. Proficiency Scale I can construct explanations and design solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Proficiency Scale	**Formative Assessments** Lesson 1.3, Act 4 Lesson 1.4, Act 2 Lesson 1.4, Act 3 Lesson 1.6, Act 3 Lesson 2.1, Act 4 Lesson 2.2, Act 3 Lesson 2.3, Act 3 Lesson 3.1, Act 3 Lesson 3.1, Act 4 Lesson 3.2, Act 4 Lesson 3.3, Act 3 **Summative Assessment** Lesson 4.4	**Anchor Phenomenon** A reddish-brown substance is coming out of the water pipes in the neighborhood of Westfield. **Unit (Guiding) Questions** Why is there a mysterious reddish-brown substance in the tap water of Westfield? ● **Chapter 1** *(6 lessons)*: ○ What is the reddish-brown substance in the water? ● **Chapter 2** *(5 lessons)*: ○ How did the rust form? ● **Chapter 3** *(4 lessons)*: ○ What was produced during the reaction between the iron pipes and the fertilizer? ● **Chapter 4** *(4 lessons)*: ○ Who might have used the unknown substance to steal a diamond?
			Supplemental Assessments **CAST Practice Test** Concord NGSS Assessments	**Supplemental Resources** **Supplemental Simulations and Videos** **Gizmos (Access via Schoology)** ● Chemical Changes ● Chemical and Physical Changes – STEM Case ● Mystery Powder Analysis ● Chemical Equations

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
	ISTE Standards	I can ask questions to understand better and/or investigate scientific phenomena. Proficiency Scale	LA County of Education Performance Assessment: Chemical Reactions	**Discovery Education (Access via Schoology)** • Chemical Reactions (PDF) MS-PS1-1 • Waves (PhET) MS-ESS3-5 • The Greenhouse Effect (PhET) MS- ESS3-3 • Bioenergy Farm Game **Supplemental Lessons & Labs** MS-PS1-1 • Making Molecular Models - (omit discussion of bonding) MS-PS1-2 • Energy Changes in Chemical Reactions • Fireworks Chemistry MS MS-PS1-3 • Natural Resources & Synthetic Materials - ACS MS-PS1-5 • Balancing Chemical Equations • Maintaining Mass MS-PS1-6 • Portable Incubator Design Challenge MS-LS1-6 • Explaining How Plants Make Food, Move and Function

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
				• Investigating Photosynthesis: Discovering What Plants Need for Photosynthesis MS-LS1-7 • Understanding the Flow of Carbon in an Ecosystem MS-ESS3-3 • Earth and Human Activity • Climate Bathtub Simulation • Next Generation Climate • Evidence Common of Ancestry and Diversity

Back to Top of Document

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Populations and Resources
Too Many Moon Jellies

Time	Content, Language, and ISTE Standards	Learning Targets	Assessments	Curriculum and Unit Resource Connections
Chapter 1 4 days Chapter 2 7 days Chapter 3 4 days Chapter 4 4 days	MS-LS1-7 MS-LS2-1 MS-LS2-2 MS-LS2-3 MS-LS2-4 MS-LS2-5 MS-ESS3-3  ELA/ELD Framework ISTE Standards	I can develop models to explain phenomena. Proficiency Scale I can analyze and interpret data, both qualitative and quantitative, from various sources. Proficiency Scale I can construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Proficiency Scale I can engage in argumentation to construct convincing arguments that support or refute claims about the natural or created word with relevant and sufficient evidence. Proficiency Scale	**Formative Assessments** Lesson 1.3, Act 2 Lesson 1.4, Act 3 Lesson 2.1, Act 2 Lesson 2.1, Act 3 Lesson 2.3, Act 3 Lesson 2.4, Act 3 Lesson 3.1, Act 2 Lesson 3.2, Act 3 Lesson 3.3, Act 3 Lesson 4.3, Act 3 **Summative Assessment** Lesson 4.4	**Anchor Phenomenon** There has been a puzzling increase in the size of the moon jelly population at Glacier Sea. **Unit (Guiding) Questions** What caused the size of the moon jelly population in Glacier Sea to increase? ● **Chapter 1** *(4 lessons)*: ○ What caused the size of the moon jelly population in Glacier Sea to increase? ● **Chapter 2** *(7 lessons)*: ○ What could have caused the births to increase or the deaths to decrease in the moon jelly population? ● **Chapter 3** *(4 lessons)*: ○ How could a population besides the zooplankton or sea turtles have caused the moon jelly population to increase? ● **Chapter 4** *(4 lessons)*: ○ What was the main cause of the decrease in the size of the orange-bellied parrot population?
			Supplemental Assessments **CAST Practice Test** Concord NGSS	**Supplemental Resources** **Supplemental Simulations and Videos** **Gizmos (Access via Schoology)** ● Rabbit Population by Season ● Ecosystems – STEM Case ● Food Chain

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
		I can design solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Proficiency Scale	Assessments 7th Grade Interim Assessment 1 (assessment covers PEs addressed in IS1 and IS2). Assessment is also available as a Schoology Quiz. The access code for the LAUSD Middle School Science group is SPG7G-K7BT9.	• Prairie Ecosystem • Forest Ecosystem **Discovery Education (Access via Schoology)** • Population and Resources (PDF) MS-LS1-7 • Understanding the Flow of Carbon in an Ecosystem MS-LS2-1 • Habitable Planet Population Simulator MS-LS2-4 • Healthy Oceans • Water Cycle MS-ESS3-3 • Earth and Human Activity • Climate Bathtub Simulation • Next Generation Climate • Evidence Common of Ancestry and Diversity MS- ESS3-3 • Bioenergy Farm Game **Supplemental Lessons & Labs** Currently no suggested supplemental materials.

Back to Top of Document

SCIENCE	AMPLIFY SEVENTH GRADE

Unit: Matter and Energy in Ecosystems**
Biodome Collapse

Time	Content, Language, and ISTE Standards	Learning Targets	Assessments	Curriculum and Unit Resource Connections
Chapter 1 6 days Chapter 2 5 days Chapter 3 4 days Chapter 4 4 days	MS-LS1-2 MS-LS1-6 MS-LS1-7 MS-LS2-2 MS-LS2-3 MS-LS2-4 MS-PS1-1 MS-PS1-6 MS-ESS2-1 MS-ESS3-5  ELA/ELD Framework	I can develop, use, and evaluate models to explain phenomena. Proficiency Scale I can construct explanations and design solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. Proficiency Scale I can engage in argumentation to construct convincing arguments that support or refute claims about the natural or created word with relevant and sufficient evidence. Proficiency Scale I can ask questions to understand better and/or investigate scientific	**Formative Assessments** Lesson 1.3, Act 2 Lesson 1.3, Act 3 Lesson 1.5, Act 2 Lesson 1.6, Act 4 Lesson 2.1, Act 4 Lesson 2.2, Act 3 Lesson 2.3, Act 4 Lesson 3.1, Act 3 Lesson 3.1, Act 4 Lesson 3.2, Act 2 Lesson 3.4, Act 3 Lesson 4.3, Act 3 **Summative Assessment** Lesson 4.4	**Anchor Phenomenon** The plants and animals in the biodome were not getting the resources they needed to release energy, and the ecosystem appeared to be failing. **Unit (Guiding) Questions** Why did the biodome ecosystem collapse? ● **Chapter 1** *(6 lessons)*: ○ Why didn't the plants and animals in the biodome have enough energy storage molecules? ● **Chapter 2** *(5 lessons)*: ○ What caused carbon dioxide to decrease in the air (abiotic matter) of the biodome? ● **Chapter 3** *(4 lessons)*: ○ What happened to the carbon that used to be in the air (abiotic matter) of the biodome? ● **Chapter 4** *(4 lessons)*: ○ Why does deforestation lead to increased carbon dioxide in the air?
			Supplemental Assessments **CAST Practice Test** Concord NGSS	**Supplemental Resources** **Supplemental Simulations and Videos:** **Gizmos (Access via Schoology)** ● Cell Energy Cycle ● Photosynthesis Lab ● Plants and Snails

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
	ISTE Standards	phenomena. Proficiency Scale	Assessments LA County of Education Performance Assessment: Flow of Matter 7th Grade Interim Assessment 2 (assessment covers PEs addressed in IS3 and IS4). Assessment is also available as a Schoology Quiz. The access code for the LAUSD Middle School Science group is SPG7G-K7BT9.	• Carbon Cycle **Discovery Education (Access via Schoology)** • Matter and Energy in Ecosystems (PDF) MS-ESS2-3 Resources • Earth's Minerals and Rocks - eTextbook • Fossils • Earth History and Clues from Fossils CK-12 MS-PS 1-1 • Lewis Electron-Dot Structures CK-12 MS-PS1-6 • Calorimeter • Hot and Cold Packs - Chemical Reaction MS-ESS3-5 • The Greenhouse Effect (PhET) **Supplemental Lessons & Labs** MS-LS1-6 • Explaining How Plants Make Food, Move and Function • Investigating Photosynthesis: Discovering What Plants Need for Photosynthesis (also MS-PS1-1) • Making Molecular Models - (omit discussion of bonding) MS-LS1-7 • Understanding the Flow of Carbon in an Ecosystem

Back to Top of Document

SCIENCE			AMPLIFY SEVENTH GRADE	
				MS-LS2-4 • Water Cycle • Healthy Oceans MS-PS1-6 • Portable Incubator Design Challenge MS-ESS2-1 • Rock Cycle (Reading)

Back to Top of Document