

CVUSD Elementary Science Standards Map – Grade 7
2023-2024 District and State Assessments and Pacing Guide

[Intro to Secondary Literacy Focus Areas](#)

ANYTHING UNDERLINED IS A LINK

[Assessment List](#)

MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS
[Gr7_Science_CMap](#)

California Inspire Science, Grade 7								
Inspire Demo Account for Grades 6-8: https://my.mheducation.com/ Username: CAInspireMS Password: Review2020			CA Inspire Science Padlet (The password to access these is <i>Inspire</i>) 6-8 INT: https://mheducation.padlet.org/mhcalifornia/rbk49y65xgau0zed					
Semester 1 August 24 - January 23, 2024 Benchmark 1_Gr. 7 Practice (Units 1 & 4): Dec. 4-15, 2023 <u>MasteryConnect: "Insert Title"</u>				Semester 2 January 24 - June 11, 2024 State Assessment: Practice CAST March 25 - June 11				
1st Quarter: 45 days August 24 - October 27, 2023		2nd Quarter: 45 days October 30 - January 23, 2024		3rd Quarter: January 24 – April 8, 2024		4th Quarter: April 9 – June 11, 2024		
Optional Module Tests (not in MasteryConnect)								
Unit 1: Module Tests Classification and States of Matter Matter: Properties and Changes PDF Version of Inspiring CAST with Key-Teacher only		Unit 4: Module Tests Matter and Energy in the Ecosystem Dynamic Ecosystems PDF Version of Inspiring CAST Matter & Energy in Ecosystems with Key-Teacher only PDF Version of Inspiring CAST Biodiversity with Key-Teacher only		Unit 2: Module Tests Dynamic Earth Natural Hazards PDF Version of Inspiring CAST with Key-Teacher only		Unit 3: Module Tests Distribution of Earth's Resources Materials Science PDF Version of Inspiring CAST with Key-Teacher only		
First Days of School Aug. 24-Sept.1,2023	UNIT 1 Understanding Matter <i>Classification and States of Matter</i>	UNIT 1 Understanding Matter <i>Matter: Properties and Changes</i>	UNIT 4 Matter and Energy in the Ecosystem	UNIT 4 Dynamic Ecosystems Biodiversity in Ecosystems	UNIT 2 Dynamic Earth	UNIT 2 Natural Hazards	UNIT 3 Distribution of Earth's Resources	UNIT 3 Materials Science

<p>Scientific Method Scientific Inquiry CER</p> <p>Classroom Routines</p> <p>Data analysis & Graph plotting</p> <p>Measurements</p> <p>Basic Steps</p> <p>Fill in the gaps of any missing information</p> <p>Prerequisites</p> <p>Observation Analysis Science prefixes, suffixes, terms for science vocabulary</p> <p>Introduction to Curriculum</p>	<p>MODULE 1</p> <p>Big Idea: How do atomic structure, pressure, and temperature determine the state of a substance?</p> <p>Module Planner TE pgs: 2A-2J</p> <p>Dual Language Support: Unit 1 Dual Language Support: Classification and States of Matter</p> <p>Pretest: Unit 1 Pretest: Classification and States of Matter</p> <p>Post Test: Unit 1 Post Test: Classification and States of Matter</p> <p>Reading Essentials: Unit 1: Classification and States of Matter</p> <p>Mod. 1 Lesson 1: Topic: Energy and States of Matter</p> <p>Essential Question: How do properties affect a substance's state of matter?</p> <p>Claim: The particles of different substances act in characteristic ways under given conditions, and the attraction of particles for one another is a key factor in determining whether a substance is a gas, liquid, or solid at room temperature and pressure.</p> <p>Mod. 1 Lesson 2: Topic: Changes in Temperature</p> <p>Essential Question: What effect does changing temperature have on a substance?</p>	<p>MODULE 2</p> <p>Big Idea: How do properties and energy change during a chemical reaction?</p> <p>Module Planner TE pgs: 106A-106J</p> <p>Dual Language Support: Unit 1 Dual Language Support: Matter: Properties and Changes</p> <p>Pretest: Unit 1 Pretest: Matter: Properties and Changes</p> <p>Post Test: Unit 1 Post Test: Matter: Properties and Changes</p> <p>Reading Essentials: Unit 1: Matter: Properties and Changes</p> <p>Mod. 2 Lesson 1: Topic: Properties of Matter</p> <p>Essential Question: How can you use properties of a substance?</p> <p>Claim: Properties of a substance will allow you to identify the substance because properties are unique to each substance.</p> <p>Mod. 2 Lesson 2: Topic: Property Changes in Chemical Reactions</p> <p>Essential Question: How do atoms rearrange to form new substances in a chemical reaction?</p> <p>Claim: A solid formed when the two liquids were combined because the bonds between the atoms in the two liquids broke, the atoms rearranged, and a new substance—a solid—formed.</p> <p>Mod. 2 Lesson 3: Topic: Energy Changes in Chemical Reactions</p>	<p>MODULE 1</p> <p>Big Idea: How do matter and energy move through organisms and the environment?</p> <p>Module Planner TE pgs: 2A-2J</p> <p>Dual Language Support: Unit 4 Dual Language Support: Matter and Energy in the Ecosystem</p> <p>Pretest: Unit 4 Pretest: Matter and Energy in Ecosystems</p> <p>Post Test: Unit 4 Post Test: Matter and Energy in the Ecosystem</p> <p>Reading Essentials: Unit 4: Matter and Energy in the Ecosystem</p> <p>Mod. 1 Lesson 1: Topic: Photosynthesis and Cellular Respiration</p> <p>Essential Question: How do plants and animals obtain and process energy?</p> <p>Claim: Plants obtain energy through photosynthesis and animals obtain energy by eating other organisms. Both plants and animals process energy through cellular respiration.</p> <p>Mod. 1 Lesson 2: Topic: Flow of Energy</p> <p>Essential Question: How does energy move in an environment?</p> <p>Claim: Organisms obtain energy from the environment by gaining energy through feeding relationships as shown in food webs and food chains. Energy comes from the sun and does not return.</p> <p>Mod. 1 Lesson 3: Topic: Cycling of Matter</p>	<p>MODULE 2</p> <p>Big Ideas: How are interacting populations of organisms affected by changes to ecosystems?</p> <p>Module Planner TE pgs: 66A-66J</p> <p>Dual Language Support: Unit 4 Dual Language Support: Dynamic Ecosystems</p> <p>Pretest: Unit 4 Pretest: Dynamic Ecosystems</p> <p>Post Test: Unit 4 Post Test: Dynamic Ecosystems</p> <p>Reading Essentials: Unit 4: Dynamic Ecosystems</p> <p>Mod. 2 Lesson 1: Topic: Resources in Ecosystems</p> <p>Essential Question: How do limited resources affect populations and communities?</p> <p>Claim: The animals were all gathering near water because they all wanted to drink the water, which they need to live. The water is a limiting factor. Without it animals cannot survive, and population size will decrease.</p> <p>Mod. 2 Lesson 2: Topic: Interactions Within Ecosystems</p> <p>Essential Question: How do organisms interact in symbiotic and nonsymbiotic relationships?</p> <p>Claim: The relationship between the shrimp and the eel is a symbiotic relationship known as mutualism, in which both partners benefit from the relationship.</p>	<p>MODULE 1</p> <p>Big Idea: How do geoscience processes shape and change Earth's surface over time?</p> <p>Module Planner TE pgs: 2A-2J</p> <p>Dual Language Support: Unit 2 Dual Language Support: Dynamic Earth</p> <p>Pretest: Unit 2 Pretest: Dynamic Earth</p> <p>Post Test: Unit 2 Post Test: Dynamic Earth</p> <p>Reading Essentials: Unit 2: Dynamic Earth</p> <p>Mod. 1 Lesson 1: Topic: Moving Continents</p> <p>Essential Question: What evidence supports the continental drift hypothesis?</p> <p>Claim: South America and Africa have similar coastlines because the continents were once combined as evidenced by their matching shapes and the identical rocks and fossils.</p> <p>Mod. 1 Lesson 2: Topic: Development of a Theory</p> <p>Essential Question: What evidence supports the theory of plate tectonics?</p> <p>Claim: Plate movement is happening causing the seafloor to change by forming new topographic features such as mid-ocean ridges and ocean trenches.</p> <p>Mod. 1 Lesson 3: Topic: Shaping Earth's Surface</p> <p>Essential Question: How does the movement of tectonic plates form mountains and volcanoes, and cause earthquakes?</p>	<p>MODULE 2</p> <p>Big Idea: How can analyzing data on natural hazards forecast future events and develop ways to lessen their effects?</p> <p>Module Planner TE pgs: 132A-132J</p> <p>Dual Language Support: Unit 2 Dual Language Support: Natural Hazards</p> <p>Pretest: Unit 2 Pretest: Natural Hazards</p> <p>Post Test: Unit 2 Post Test: Natural Hazards</p> <p>Reading Essentials: Unit 2: Natural Hazards</p> <p>Mod. 2 Lesson 1: Topic: Earthquakes</p> <p>Essential Question: Why are some areas more prone to earthquakes than others?</p> <p>Claim: Understanding where earthquakes occur can help scientists develop water to lessen their effects because scientists can then predict which areas are at high risk for earthquakes, which in turn leads to the development of technologies that help people in high-risk areas prepare for future events.</p> <p>Mod. 2 Lesson 2: Topic: Volcanoes</p> <p>Essential Question: What geologic indicators signal the eruption of a volcano?</p> <p>Claim: Understanding the complexities of</p>	<p>MODULE 1</p> <p>Big Idea: How do geoscience processes result in the uneven distribution of Earth's mineral, energy, and groundwater resources?</p> <p>Module Planner: TE pgs: 2A-2J</p> <p>Dual Language Support: Unit 3 Dual Language Support: Distribution of Earth's Resources</p> <p>Pretest: Unit 3 Pretest: Distribution of Earth's Resources</p> <p>Post Test: Unit 3 Post Test: Distribution of Earth's Resources</p> <p>Reading Essentials: Unit 3: Distribution of Earth's Resources</p> <p>Mod. 1 Lesson 1: Topic: Natural Resources</p> <p>Essential Question: How do people use resources from Earth's land, ocean, atmosphere, and biosphere?</p> <p>Claim: Humans depend on Earth for mineral, energy, and groundwater resources. Mineral, energy, and groundwater resources are limited and many are not renewable or replaceable over human lifetimes.</p> <p>Mod. 1 Lesson 2: Topic: Distribution of Resources</p> <p>Essential Question: Why are resources distributed unevenly on Earth?</p> <p>Claim: The uneven distribution of Earth's</p>	<p>MODULE 2</p> <p>Big Idea: How are synthetic materials made and what are their effects on individuals, society, and the environment?</p> <p>Module Planner: TE pgs: 80A-80J</p> <p>Dual Language Support: Unit 3 Dual Language Support: Materials Science</p> <p>Pretest: Unit 3 Pretest: Materials Science</p> <p>Post Test: Unit 3 Post Test: Materials Science</p> <p>Reading Essentials: Unit 3: Materials Science</p> <p>Mod. 2 Lesson 1: Topic: Synthetic Technology</p> <p>Essential Question: How does the structure and function of materials influence how synthetic materials are made?</p> <p>Claim: Different materials have different properties. Materials used for certain functions have properties that make them well-suited for those functions.</p> <p>Mod. 2 Lesson 2: Topic: Synthetic Materials and Societal Impacts</p> <p>Essential Question: What are the impacts on the society and the environment of producing and using synthetic materials?</p> <p>Claim: Synthetic materials impact society and the environment in both positive and negative ways.</p>
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<p>Claim: As the temperature of the lake rises, the thermal energy of the lake is transferred to the ice. The ice heats up until its melting point, and then the ice begins to melt.</p> <p>Mod. 1 Lesson 3: Topic: Changes in Pressure</p> <p>Essential Question: What effect does changing temperature have on substances?</p> <p>Claim: The pressure of the gas inside the Cartesian diver was directly related to the volume of the gas. Increasing the pressure decreased the volume; decreasing the pressure increased the volume. The changes in volume allowed more or less water into the diver, changing its mass so it rose or sank in the water.</p> <p>Mod. 1 Lesson 4: Topic: Molecular Structure</p> <p>Essential Question: How do atomic structures determine the properties of a substance?</p> <p>Claim: Since water is made up of polar molecules, it will dissolve like substance—other substances made up of polar molecules. Polar covalent compounds such as water can also dissolve ionic compounds because the ions of the ionic compounds break apart as the charged particles are attracted to the oppositely</p>	<p>Essential Question: Why do some reactions give off thermal energy and some absorb thermal energy?</p> <p>Claim: The temperatures in the packs changed because of the difference in energy absorbed to break bonds and energy released when bonds form. The cold pack absorbed more energy than it released. The hot pack released more energy than it absorbed.</p>	<p>Essential Question: How does matter cycle through the environment?</p> <p>Claim: Matter is not created or destroyed, it cycles through the environment, constantly changing forms.</p>	<p>Mod. 2 Lesson 3: Topic: Changing Ecosystems</p> <p>Essential Question: How do natural and human disruptions to physical and biological components of ecosystems result in shifts in populations?</p> <p>Claim: The fire has affected the ecosystem by bringing about physical and biological changes that led to a shift in populations over the course of secondary succession.</p> <p>Module 3</p> <p>Big Idea: Why is biodiversity important and how can it be protected?</p> <p>Module Planner TE pgs: 132A-132J</p> <p>Dual Language Support: Unit 4 Dual Language Support: Biodiversity in Ecosystems</p> <p>Pretest: Unit 4 Pretest: Biodiversity in Ecosystems</p> <p>Post Test: Unit 4 Post Test: Biodiversity in Ecosystems</p> <p>Reading Essentials: Unit 4: Biodiversity in Ecosystems</p> <p>Mod. 3 Lesson 1: Topic: Benefits of Biodiversity</p> <p>Essential Question: Why is biodiversity so important?</p> <p>Claim: The higher the biodiversity in an ecosystem, the healthier it is considered to be. Healthy ecosystems provide us with important ecosystem services.</p> <p>Mod. 3 Lesson 2: Topic: Maintaining Biodiversity</p> <p>Essential Question: What can be done to protect biodiversity?</p>	<p>Claim: The west coast of South America has mountains, volcanoes, and earthquakes while the east coast does not because the oceanic plate to the west is subducting under the continental plate causing the leading edge of the South American plate to fold upward resulting in these features and events.</p> <p>Mod. 1 Lesson 4: Topic: Changing Earth’s Surface</p> <p>Essential Question: What geoscience processes change earth’s surface?</p> <p>Claim: Features on earth’s surface, such as the Grand Canyon, change because the processes of weathering, erosion, and deposition shape Earth’s surface at varying time and spatial scales.</p> <p>Mod. 1 Lesson 5: Topic: The Cycling of Earth’s Materials</p> <p>Essential Question: How does the flow of energy and cycling of matter produce chemical and physical changes in Earth’s material?</p> <p>Claim: A rock can become another type of rock by the processes of melting, cooling, crystallization, weathering, erosion, deposition, lithification, extreme heat and pressure, and the addition of hot fluids.</p>	<p>volcanic eruptions can help scientists develop technologies to lessen their effects because it gives scientists a better understanding of the kinds of damage and risks that are associated with a volcano. If scientists know these characteristics ahead of time, they are better able to develop technologies that will help keep people safe from these events.</p> <p>Mod. 2 Lesson 3: Topic: Severe Weather</p> <p>Essential Question: Why does the risk and type of severe weather vary from place to place?</p> <p>Claim: Some areas are at a greater risk of severe weather because the conditions in these locations make them more susceptible to severe weather events.</p>	<p>resources is the result of past and current geologic processes including plate tectonics processes associated with the rock cycle and processes associated with the water cycles.</p> <p>Mod. 1 Lesson 3: Topic: Depletion of Resources</p> <p>Essential Question: How do humans impact resource distribution and availability?</p> <p>Claim: Humans impact the distribution of resources by extracting and using resources, thereby decreasing the availability in some locations and changing the overall distribution of earth.</p>	
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	charged polar ends of the polar molecules.			Claim: Biodiversity can be protected by habitat restoration, controlling invasive species, reducing pollution, managing resources to avoid overexploitation, and reducing the impacts of climate change. Which solution or combination of solutions are used depends on which ecosystem is affected, how the ecosystem has been affected, and which species might need the most help.				
Next Generation Science Standards								
	PS1.A: Structure and Properties of Matter PS1.B: Chemical Reactions ETS1.B: Developing Possible Solutions ETS1.C: Optimizing the Design Solution		LS1.C: Organization for Matter and Energy Flow in Organisms LS2.A: Interdependent Relationships in Ecosystems LS2.B: Cycle of Matter and Energy Transfer in Ecosystems LS2.C: Ecosystem Dynamics, Functioning, and Resilience PS3.D: Energy in Chemical Processes and Everyday Life		ESS1.C: The History of the Earth ESS2.A: Earth's Materials and Systems ESS2.B: Plate Tectonics and Large-Scale System Interactions ESS2.C: The Roles of Water in Earth's Surface Processes ESS3.B: Natural Hazards PS1.A: Structure and Properties of Matter PS3.A: Definitions of Energy ETS1.A: Defining and Delimiting Engineering Problems		ESS3.A: Natural Resources PS1.A: Structure and Properties of Matter PS1.B: Chemical Reactions LS2.C: Ecosystems Dynamics, Functioning and Resilience LS4.D: Biodiversity and Humans ETS1.B: Developing Possible Solutions	
Performance Expectations within Correlation Guide for Inspire								
	MS-PS1-1 MS-PS1-2 MS-PS1-4 MS-PS1-5 MS-PS1-6 MS-ETS1-1 MS-ETS1-2 MS-ETS1-3 MS-ETS1-4		MS-LS1-6 MS-LS1-7 MS-LS2-1 MS-LS2-2 MS-LS2-3 MS-LS2-4 MS-LS2-5 MS-ETS1-1 MS-ETS1-2 MS-ETS1-3		MS-ESS2-1 MS-ESS2-2 MS-ESS2-3 MS-ESS3-2 MS-ETS1-1 MS-ETS1-2 MS-ETS1-4		MS-ESS3-1 MS-PS1-3 MS-ETS1-1 MS-ETS1-2 MS-ETS1-4	