### Quarter 1

**Unifying Concept**
Students will understand the definition of life and how to ask scientific questions.

**Reading Focus:**
Information/Literature

**Writing Focus:**
Narrative, Informative/Explanatory

<table>
<thead>
<tr>
<th>Highly Leveraged¹</th>
<th>Supporting²</th>
<th>Constant³</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS.S4.C5</td>
<td>HS.S1.C1, C2, C3, C4</td>
<td>HS.S1.C1, C2, C3, C4</td>
</tr>
</tbody>
</table>

**Crosscutting Concepts**
- Patterns
- Cause & Effect
- Structure & Function
- Stability & Change
- Systems & System Models
- Scale, Proportion, & Quantity
- Energy & Matter

**Science & Engineering Practices**
- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data

### Quarter 2

**Unifying Concept**
Students will understand life on a micro-scale; the unseen processes of life.

**Reading Focus:**
Informational, Literature

**Writing Focus:**
Narrative, Informative/Explanatory

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**Crosscutting Concepts**
- Patterns
- Cause & Effect
- Structure & Function
- Stability & Change
- Systems & System Models
- Scale, Proportion, & Quantity
- Energy & Matter

**Science & Engineering Practices**
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information
- Use mathematics and computational thinking

### Quarter 3

**Unifying Concept**
Students will understand that genetic variation is the driving force of evolution.

**Reading Focus:**
Informational, Literature

**Writing Focus:**
Narrative, Informative/Explanatory

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**Crosscutting Concepts**
- Patterns
- Cause & Effect
- Structure & Function
- Stability & Change

### Quarter 4

**Unifying Concept**
Students will understand the ways that organisms interact with their environment.

**Reading Focus:**
Informational, Literature

**Writing Focus:**
Narrative, Informative/Explanatory

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**Crosscutting Concepts**
- Patterns
- Cause & Effect
- Structure & Function
- Stability & Change
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**Science & Engineering Practices**

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information
- Use mathematics and computational thinking

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1. **Highly-Leveraged Standards** are essential for students to learn because they have endurance (knowledge and skills relevant throughout a student’s lifetime); leverage (knowledge and skills used across multiple content areas); and essentiality (knowledge and skills necessary for success in future courses or grade levels). This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.

2. **Supporting Standards** are emphasized during the quarter as they are integral to achieve mastery of the Highly Leveraged Standards. Mastery of these standards are measured using classroom assessments.

3. **Constant Standards** are repeatedly addressed to reinforce grade-level mastery.