## Quarter 1
### Unifying Concept: Life Science
#### Ecology

<table>
<thead>
<tr>
<th>Reading Focus:</th>
<th>Writing Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Narrative</td>
</tr>
</tbody>
</table>

- **Highly Leveraged**: 7.S4.C3
- **Supporting**: 7.S3.C1, C2
- **Constant**: 7.S1.C1, C2, C3, C4

### Crosscutting Concepts
- Patterns
- Cause & Effect
- Energy & Matter

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

### Supporting Standards
- 7.S3.C2
- 7.S2.C1
- 7.S1.C1, C2

### Constant Standards
- 7.S2.C2
- 7.S3.C2

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### Quarter 2
### Unifying Concept: Earth and Space Science
#### Astronomy

<table>
<thead>
<tr>
<th>Reading Focus:</th>
<th>Writing Focus:</th>
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<tbody>
<tr>
<td>Informational</td>
<td>Informative / Explanatory</td>
</tr>
</tbody>
</table>

- **Highly Leveraged**: 7.S6.C3
- **Supporting**: 7.S6.C1
- **Constant**: 7.S1.C1, C2, C3, C4

### Crosscutting Concepts
- Patterns
- Systems & System Models
- Scale, Proportion, & Quantity

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

### Supporting Standards
- 7.S1.C1, C2, C3
- 7.S2.C2
- 7.S3.C1, C2

### Constant Standards
- 7.S2.C1

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### Quarter 3
### Unifying Concept: Earth and Space Science
#### Earth History

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<th>Writing Focus:</th>
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</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Argumentative</td>
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</tbody>
</table>

- **Highly Leveraged**: 7.S6.C1, C2
- **Supporting**: 7.S2.C1, C3
- **Constant**: 7.S1.C1, C2, C3, C4

### Crosscutting Concepts
- Patterns
- Systems & System Models
- Energy & Matter

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

### Supporting Standards
- 7.S1.C1, C2, C3
- 7.S2.C2
- 7.S3.C2

### Constant Standards
- 7.S2.C1

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### Quarter 4
### Unifying Concept: Inquiry Process
#### No Kit

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<th>Writing Focus:</th>
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</thead>
<tbody>
<tr>
<td>Informational</td>
<td>Argumentative</td>
</tr>
</tbody>
</table>

- **Highly Leveraged**: 7.S1.C1, C2, C3, C4
- **Supporting**: 7.S4.C3
- **Constant**: 7.S2.C1, C2

### Crosscutting Concepts
- Patterns
- Cause & Effect
- Systems & System Models
- Scale, Proportion, & Quantity

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

### Supporting Standards
- 7.S6.C1, C2, C3
- 7.S3.C1, C2

### Constant Standards
- 7.S3.C1, C2

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**1Highly-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.

**2Supporting 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.

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