7th Life Science
Curriculum Mapping
2026-2027
LaDawn Nelson

<table>
<tr><td colspan="2">Unit: Exploring and Classifying Life</td><td>Time: August - September 2026</td></tr>
<tr><td colspan="3">Standards Taught</td></tr>
<tr><td colspan="3">Identify scientific methods.
MS-LS1-2</td></tr>
<tr><td>Differentiation/Assessment:</td><td>Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</td><td>The classroom is set up using student tables, with 1-2 students per table. The students move into different groups for labs and group projects.</td><td>The students will be discussing the scientific method.
The students will work on learning how to classify organisms.
Discuss where life comes from.</td></tr>
<tr><td>Prior Knowledge Needed</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>Students have a limited foundation in science that they will draw upon in this course.</td><td>Binomial nomenclature, biogenesis, cell, control, genus, homeostasis, hypothesis, kingdom, law, organism, phylogeny, scientific methods, spontaneous generation, theory, variable</td><td>Students will answer questions in class, participate in discussions, daily assignments, group work, labs, and take chapter tests.</td></tr>
<tr><td>Reflection:
This first chapter always seems to be a shock for the new 7th graders coming in, learning how things work in junior high.</td><td colspan="2">Essential Questions:
What are scientific methods?
Why is classifying organisms important?
How does life come from?
Why is the cell theory an important concept to study?</td></tr>
<tr><td>Relevance:</td><td colspan="2">Students need to work with the scientific method as they study life science.</td></tr>
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<tr><td colspan="2">Unit: Life's Structure and Function</td><td>Time: September- December 2026</td></tr>
<tr><td colspan="3">Standards Taught</td></tr>
<tr><td colspan="3">MS-LS1-1, MS-LS1-2, MS-LS1-3, MS-LS1-4, MS-LS1-5, MS-LS1-6, MS-LS1-7
MS-LS2-1, MS-LS2-2, MS-LS2-3, MS-LS2-4, MS-LS2-5
MS-LS3-1, MS-LS3-2
MS-LS4-1, MS-LS4-2, MS-LS4-4, MS-LS4-5, MS-LS4-6</td></tr>
<tr><td>Differentiation/Assessment:</td><td>Classroom Management and Environment:</td><td>What will the students be doing?</td></tr>
<tr><td>Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.</td><td>The classroom is set up using student tables, with 1-2 students per table. The students move into different groups for labs and group projects.</td><td>The students will be naming organelles and learning their function in the cell.
Learn how important the nucleus is in the cell.
Create a 3D model of a cell
Discuss the cell theory
Compare tissues, organs, and organ systems.
Learn about important elements and compounds living things need
Model how substances move into and out of the cell by diffusion and osmosis
Explain what mitosis/meiosis is and why it is important
Demonstrate how to use a Punnett Square to determine genetics
Evaluate how genetics has changed over time
Identify why variations in organisms are important
Explain how fossil evidence is important as evidence of evolution</td></tr>
<tr><td>Prior Knowledge Needed</td><td>Vocabulary</td><td>Assessments</td></tr>
<tr><td>Students have a limited foundation in science that they will draw upon in this course.</td><td>Cell membrane, cytoplasm, cell wall, organelle, nucleus, chloroplast, mitochondrion, ribosome, endoplasmic reticulum(ER), Golgi body, tissue, organ, cell theory, virus, host cell, mixture, organic compound, enzyme, inorganic compound, passive transport, diffusion, equilibrium, osmosis, active transport, endocytosis, exocytosis, metabolism, photosynthesis, respiration, fermentation, mitosis, chromosomes, asexual reproduction, sexual reproduction, sperm, egg, fertilization,</td><td>Students will answer questions in class, participate in discussions, daily assignments, group work, labs, and take chapter tests.</td></tr>
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	zygote, diploid, haploid, meiosis, DNA, gene, RNA, mutation, heredity, alleles, genetics, hybrid, dominant, recessive, Punnett square, genotype, phenotype, homozygous, heterozygous, incomplete dominance, polygenic inheritance, sex-linked gene, genetic engineering, species, evolution, natural selection, variation, adaptation, gradualism, punctuated equilibrium, sedimentary rock, radioactive element, embryology, homologous, vestigial structure, primate, hominid, Homo sapiens	
Reflection: *This unit is important for the student to appreciate how important all cell parts are. At first there was some push back on the evolution chapter until they learned evolution in the scientific sense simply meant change.*	**Essential Questions:** • *How does water enter and leave a cell?* • *What is the function of the mitochondria?* • *What is the source of energy for all cells?* • *Why do siblings look alike, but not identical?* • *Why do people look different?* • *How have things changed over the years?*	
Relevance:	Students will use this information in many different areas of their lives. Knowing how our cells function and what each part does will help them stay healthy.	

Unit: *Bacteria to Plants*	**Time:** *January – March 2027*	
Standards Taught		
• *MS-LS1-2*, *MS-LS1-3*, *MS-LS1-4*, *MS-LS1-6*, *MS-LS1-7* • *MS-LS3-2*		
Differentiation/Assessment:	**Classroom Management and Environment:**	**What will the students be doing?**
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	*The classroom is set up using student tables, with 1-2 students per table. The students move into different groups for labs and group projects.*	*Students will learn that even though bacteria and fungus seem "gross", they play a crucial role in our lives.* *Compare and contrast aerobic and anaerobic organisms.* *Explain what a protist is and why they are so hard to classify.* *Determine the structure and function of all parts of the plant* *Students will investigate how plants are simple to increasingly complex.*

		Create a 3D model of a flower and its reproductive structures *Describe the difference between seedless and seed plant reproduction*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students have a limited foundation in science that they will draw upon in this course.	*Flagella, fission, aerobe, anaerobe, antibiotic, saprophyte, nitrogen-fixing bacteria, pathogen, toxin, endospore, vaccine, protist, algae, protozoan, cilia, pseudopod, hyphae, spore, basidium, ascus, budding, sporangium, lichen, mycorrhizae, cuticle, cellulose, vascular plant, nonvascular plant, rhizoid, pioneer species, stomata, guard cells, xylem, phloem, cambrium, gymnosperm, angiosperm, monocot, dicot, gametophyte stage, spore, sporophyte stage, frond, rhizome, sori, prothallus, pollen grain, pollination, ovule, stamen, pistil, ovary, germination*	*Students will answer questions in class, participate in discussions, daily assignments, group work, labs, and take chapter tests.*
Reflection: *Students enjoyed learning that bacteria and fungi aren't all bad, and that many of the things they use daily involve bacteria, fungi, and plants.*	**Essential Questions:** • *How are bacteria good and bad?* • *What makes a fern different from a flowering plant?* • *How do plants reproduce?* • *Why are some bacteria necessary to plants and animals?* • *How do we use bacteria, plants, and fungi in our everyday lives?*	
Relevance:	Understanding plants, bacteria, fungi, and their usefulness and importance is important in a farming community.	

Unit: *Animal Diversity*	**Time:** *March – May 2027*
Standards Taught	
• MS-LS1-1, MS-LS1-2, MS-LS1-3, MS-LS1-4, MS-LS1-5, MS-LS1-7 • MS-LS2-1 • MS-LS-4-1, MS-LS4-2, MS-LS4-4, MS-LS4-5, MS-LS4-6	

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
Students who needed the extra help received guided notes, extra individual practice, modified questions and shortened tests.	*The classroom is set up using student tables, with 1-2 students per table. The students move into different groups for labs and group projects.*	*The students will investigate how body systems vary from organism to organism.* *Identify characteristics common to most animals.* *Distinguish between invertebrates and invertebrates.* *Distinguish between free-living and parasitic organisms.* *Identify how animals are able to adapt to different environments.* *Students will put together a presentation documenting facts they learned while doing research on specific animals from different phyla*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Students have a limited foundation in science that they will draw upon in this course.	*Herbivore, carnivore, omnivore, vertebrae, invertebrate, radial symmetry, bilateral symmetry, sessile, hermaphrodite, polyp, medusa, tentacles, stinging cells, free-living organisms, anus, contour feather, down feather, endotherm, preening, mammal, mammary gland, omnivore, carnivore, herbivore, monotreme, marsupial, placental, gestation period, placenta, umbilical cord*	*Students will answer questions in class, participate in discussions, daily assignments, group work, labs, and take chapter tests.*
Reflection: *Students enjoy learning about the different types of animals.*	**Essential Questions:** • *How are animals diverse and important to the ecosystem?* • *How are mammals able to live in the many diverse ecosystems?* • *What impact do all the animals have in the ecosystem?* •	
Relevance:	Understanding animals simpleness and also complexity, and their diversity is important in sustaining the organisms.	