

	Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
SCIENCE PROCESSES - INQUIRY PROCESS							
S.IP.M.1	Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.						BCS Assessments Teacher Assessments
	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.	generate - synthesis conduct - application develop - synthesis reasoning - evaluation observe - synthesis	investigation	H generate questions conduct an investigation by following a plan record results analyze data form a conclusion		I can generate questions about science I can follow an investigation plan I can record my results I can analyze my data I can form a conclusion on my data	BCS Assessments Teacher Assessments
S.IP.07.11	Generate scientific questions based on observations, investigations, and research.	generate - synthesis		H make observations complete investigations conduct research generate questions		I can generate questions about science I can follow an investigation plan I can record my results I can analyze my data I can form a conclusion on my data I can research a science topic	BCS Assessments Teacher Assessments
S.IP.07.12	Design and conduct scientific investigations.	design - synthesis conduct - application		H question hypothesis develop a plan follow the plan record results analyze data form a conclusion		I can generate questions about science I can follow an investigation plan I can record my results I can analyze my data I can form a conclusion on my data I can develop a hypothesis I can create an investigation plan	BCS Assessments Teacher Assessments
S.IP.07.13	Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens, thermometer, models, sieves, microscopes) appropriate to scientific investigations.	use - application		H Identify appropriate equipment use equipment properly		I can use appropriate tools for an investigation	BCS Assessments Teacher Assessments
S.IP.07.14	Use metric measurement devices in an investigation.	use - application		H use metric tools correctly		I can use appropriate tools for an investigation	BCS Assessments Teacher Assessments
S.IP.07.15	Construct charts and graphs from data and observations.	construct - synthesis		H collect data through observation construct charts and graphs		I can record my results I can construct charts and graphs	BCS Assessments Teacher Assessments
S.IP.07.16	Identify patterns in data.	identify - comprehension		H identify patterns in data		I can analyze data	BCS Assessments Teacher Assessments

*High Matrix Representation (H)
Moderate Matrix Representation (M)
Low Matrix Representation (L)

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INQUIRY ANALYSIS AND COMMUNICATION							
S.IA.M.1	Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.						BCS Assessments Teacher Assessments
	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.		H				BCS Assessments Teacher Assessments
S.IA.07.11	Analyze information from data tables and graphs to answer scientific questions.	analyze - analysis answer - knowledge	H	analyze data use data to answer questions		I can analyze data I can use data to answer questions	BCS Assessments Teacher Assessments
S.IA.07.12	Evaluate data, claims, and personal knowledge through collaborative science discourse.	evaluate - evaluation	H	evaluate data		I can evaluate data with peers I can evaluate claims with peers I can evaluate personal knowledge with peers	BCS Assessments Teacher Assessments
S.IA.07.13	Communicate and defend findings of observations and investigations using evidence.	communicate - knowledge defend - evaluation	H	communicate results via verbal or written expression take a position based on data - provide evidence for your position		I can communicate results via verbal or written expression I can defend my position using evidence	BCS Assessments Teacher Assessments
S.IA.07.14	Draw conclusions from sets of data from multiple trials of a scientific investigation.	draw conclusions - evaluation	H	analyze data form a conclusion		I can analyze my data I can form a conclusion on my data	BCS Assessments Teacher Assessments
S.IA.07.15	Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments, or data.	use - application evaluate - evaluation	H	evaluate data, claims and arguments using multiple sources		I can evaluate data with multiple sources I can evaluate claims with multiple sources I can evaluate arguments with multiple sources	BCS Assessments Teacher Assessments
REFLECTION AND SOCIAL IMPLICATIONS							
S.RS.M.1	Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.						BCS Assessments Teacher Assessments
	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.	evaluate - evaluation	H				BCS Assessments Teacher Assessments
S.RS.07.11	Evaluate the strengths and weaknesses of claims, arguments, and data.	evaluate - evaluation	H	evaluating strengths and weaknesses of claims, arguments, and data		I can evaluate strengths and weaknesses of claims, arguments, and data	BCS Assessments Teacher Assessments

*High Matrix Representation (H)
Moderate Matrix Representation (M)
Low Matrix Representation (L)

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S.RS.07.12	Describe limitations in personal and scientific knowledge.	describe - knowledge		H	research scientific knowledge, understand personal scientific knowledge, understand limitations of personal and scientific knowledge		I can describe my limitations of personal and scientific knowledge	BCS Assessments Teacher Assessments
S.RS.07.13	Identify the need for evidence in making scientific decisions.	identify - comprehension		H	recognize need for, and use evidence when making scientific decisions		I can use evidence when making scientific decisions	BCS Assessments Teacher Assessments
S.RS.07.15	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.	demonstrate - application		H	demonstrate scientific concepts using various illustrations, performances, models, exhibits, and activities		I can show that I understand scientific concepts using various illustrations, performances, models, exhibits, and activities	BCS Assessments Teacher Assessments
S.RS.07.16	Design solutions to problems using technology.	design - synthesis		H	use technology to design problem solutions		I can use technology to design answers to problems	BCS Assessments Teacher Assessments
S.RS.07.17	Describe the effect humans and other organisms have on the balance in the natural world.	describe - comprehension		H	understand how ecosystems balance themselves and how humans and other organisms can change that balance		I can show how humans and other organisms can change an ecosystem	BCS Assessments Teacher Assessments
S.RS.07.19	Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.	describe - knowledge		H	research contributions made to science and technology		I can research how people have made inventions or discoveries that advanced science and technology	BCS Assessments Teacher Assessments

PHYSICAL SCIENCE - ENERGY

.P.EN.M.3	Develop an understanding that there are many forms of energy (such as heat, light, sound, and electrical) and that energy is transferable by convection, conduction, or radiation. Understand energy can be in motion, called kinetic; or it can be stored, called potential. Develop and understanding that as temperature increases, more energy is added to a system. Understand nuclear reactions in the sun produce light and heat for the earth.							BCS Assessments Teacher Assessments
	Waves have energy and transfer energy when they interact with matter. Examples of waves include sound waves, seismic waves, waves on water, and light waves.			H				BCS Assessments Teacher Assessments

		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
P.EN.07.31	Identify examples of waves, including sound waves, seismic waves, and waves on water.	Identify - Knowledge	Wave Sound Wave Seismic Waves Energy Vibration Matter	H	Describe a wave as a disturbance that transmits energy through matter and space. Identify the differences between the types of waves. Identify sound waves as vibrations. Identify seismic waves as waves that travel through the Earth. Identify waves on water as a		I can identify types of waves. I can describe sound waves. I can describe seismic waves. I can describe waves on water.	BCS Assessments Teacher Assessments
P.EN.07.32	Describe how waves are produced by vibrations in matter.	describe - comprehension	Wave Vibration Matter Wavelength Amplitude Frequency Molecule	H	Describe how waves are produced by vibrations in matter. Illustrate the formation of waves. Describe a wave as a disturbance that transmits energy through matter and space. Describe vibrations as back-and-forth movements		I can describe the production of waves. I can describe waves in terms of matter and energy, I can identify the wavelength, amplitude and frequency.	BCS Assessments Teacher Assessments
P.EN.07.33	Demonstrate how waves transfer energy when they interact with matter (for example: tuning fork in water, waves hitting a beach, earthquake knocking over buildings).	demonstrate - application	Wave Vibration Energy Matter Work Energy transfer Erosion Earthquake Seismic Waves Water Waves	H	Demonstrate how waves transfer energy. Show how energy is transferred through the motion of molecules is transferred to other molecules. Describe the effects of waves on the Earth's surface.		I can demonstrate how waves transfer energy, I can show how energy is transferred through molecules. I can describe the effects of waves.	BCS Assessments Teacher Assessments
P.EN.M.4	Energy is transferred from a source to a receiver by radiation, conduction, and convection. When energy is transferred from one system to another, the quantity of energy before the transfer is equal to the quantity of energy after the transfer.			H				
P.EN.07.43	Explain how light energy is transferred to chemical energy through the process of photosynthesis.	Explain - Comprehension	Light Energy Chemical Energy Photosynthesis Molecules Sugar Molecules Carbon Dioxide Water Carbohydrates Proteins Fats	H	Illustrate how light energy is converted into chemical energy. Describe how plants use light to make sugar molecules. Explain that plants use the light energy to produce carbohydrates, fats and proteins. Indicate that water from the soil and Carbon Dioxide from the air are used to produce carbohydrates, fats and proteins.		I can illustrate the process of photosynthesis. I can describe how plants make new sugar molecules. I know the products and reactants of photosynthesis. I can explain that plants carbohydrates, proteins and fats.	BCS Assessments Teacher Assessments

		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
P.EN.M.6	Nuclear reactions take place in the sun producing heat and light. Only a tiny fraction of the light energy from the sun reaches Earth, providing energy to heat the Earth.			H				BCS Assessments Teacher Assessments
P.EN.07.61	Identify that nuclear reactions take place in the sun, producing heat and light.	Identify - Knowledge	Sun Nuclear Reaction Energy Heat Light Fluid Conduction Convection Electromagnetic Sun's Radiation	H	Identify nuclear reactions in the sun that produce light and heat. Recognize that new atoms are made during nuclear reactions in the sun producing large amounts of energy, Describe heat as a form of energy, List examples of conduction, convection and radiation. Identify light as a form of electromagnetic radiation.		I can identify nuclear reactions in the sun. I can recognize atoms made during nuclear reactions. I can describe heat as a form of energy. I can list examples of conduction, convection and radiation. I can identify light as a form of electromagnetic radiation.	BCS Assessments Teacher Assessments
P.EN.07.62	Explain how only a tiny fraction of light energy from the sun is transformed to heat energy on Earth.	Explain - Comprehension	Heat Angle Light Energy Absorb Radiate Reflect	H	Illustrate how light energy is transformed into heat energy. Explain that only a small percentage of the energy from the sun is transformed into heat energy on Earth. Explain the effect of the angle of sunlight on the heating of the Earth. Describe the absorption, radiation and reflection of sunlight on Earth's surface. Infer how the color of the Earth's surface affects the amount of heat that is absorbed.		I can illustrate how light energy is changed into heat energy. I can recognize the percentage of the sun's energy that reaches Earth as heat energy, I can explain the effect of the angle of sunlight on the heating of the Earth. I can describe the absorption, radiation and reflection of sunlight on Earth's surface. I can infer how the color of the Earth's surface affects the amount of heat absorbed.	BCS Assessments Teacher Assessments
PROPERTIES OF MATTER								
P.PM.M.1	Develop an understanding that all matter has observable attributes with physical and chemical properties that are described, measured, and compared. Understand that states of matter exist as solid, liquid, or gas; and have physical and chemical properties.							BCS Assessments Teacher Assessments

		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
	Chemical Properties - Matter has chemical properties. The understanding of chemical properties helps to explain how new substances are formed.			H				BCS Assessments Teacher Assessments
PM.07.11	Classify substances by their chemical properties (flammability, pH, and reactivity).	Classify - Comprehension	Chemical Properties Physical Properties Color Size Shape Texture Density Boiling Point Conductivity Elements Compounds Mixtures Flammability PH Reactivity	H	Classify substances based on chemical properties. Identify the following chemical properties: flammability, pH and reactivity. Distinguish between elements, compounds and mixtures. Recognize the difference between physical and chemical properties.		I can use chemical properties to classify substances. I can identify chemical properties. I can recognize the difference between elements, compounds and mixtures. I can recognize the difference between physical and chemical properties.	BCS Assessments Teacher Assessments
PM.M.2	Elements are composed of a single kind of atom that are grouped into families with similar properties on the periodic table. Compounds are composed of two or more different elements. Each element and compound has a unique set of physical and chemical properties such as boiling point, density, color, conductivity, and reactivity.			H				BCS Assessments Teacher Assessments
P.PM.07.21	Identify the smallest component that makes up an element.	Identify - comprehension	Atom Element Molecule Compound	H	Explain that an atom is the smallest component of an element. Distinguish between elements, compounds and mixtures. Describe uses of common elements.		I can define an element. I can recognize the difference between elements, compounds and mixtures. I can describe uses of common elements.	BCS Assessments Teacher Assessments

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P.PM.07.22	Describe how the elements within the Periodic Table are organized by similar properties into families (highly reactive metals, less reactive metals, highly reactive nonmetals, and some almost completely non-reactive gases).	describe - comprehension	Periodic Table Families Reactive Metals Nonmetal Nonreactive Gases	H	Describe how the periodic table is organized. Indicate families with similar properties on the Periodic Table, Describe that elements are used to make compounds. Explain that an atom is the smallest component of an element.		I can define an element. I can describe the organization of the periodic table. I can identify families with similar properties on the periodic table. I can identify elements within a compound.	BCS Assessments Teacher Assessments
P.PM.07.23	Illustrate the structure of molecules using models or drawings (water, carbon dioxide, table salt).	Illustrate - Application	Water H ₂ O Carbon Dioxide CO ₂ Salt NaCl Atomic Weight Formula Symbol Family Molecules Atoms Element Periodic Table Matter Compound	H	Illustrate the structure of molecules. Describe how atoms are used to make molecules. Explain how an element and a compound are different. Use molecular formulas to create models of molecules. Identify elements based on their symbol using the periodic table. Describe the pattern of increasing atomic weight in the periodic table.		I can illustrate molecules. I can describe the structure of molecules. I can make a model of a molecule using the molecular formula. I can compare elements and compounds. I can identify elements on the periodic table using the symbol. I can identify the pattern of increasing atomic weight on the periodic table.	BCS Assessments Teacher Assessments
P.PM.07.24	Describe examples of physical and chemical properties of elements and compounds (boiling point, density, color, conductivity, reactivity).	describe - comprehension	Physical Property Chemical Property Elements Compounds Boiling Point Density Color Conductivity Reactivity	H	Describe physical properties of elements and compounds. Describe chemical properties of elements and compounds. Identify physical properties as observable properties. Identify chemical properties as properties determined by the make up of the atoms. List examples of physical properties. List examples of chemical properties. Distinguish between elements and compounds. Describe that both elements and compounds are made up of atoms. Describe how a change to 1 atom changes the physical and chemical properties of the substance. Differentiate between physical and chemical properties. Calculate density.		I can describe physical properties of elements and compounds. I can describe chemical properties of elements and compounds, I can define physical property. I can define chemical property. I can list physical properties. I can list chemical properties. I can distinguish between elements and compounds. I can describe what elements and compounds are made of. I can describe how changing 1 atom changes the physical and chemical properties. I can differentiate between physical and chemical properties. I can calculate density.	BCS Assessments Teacher Assessments

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Low Matrix Representation (L)

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CHANGES IN MATTER							
P.CM.M.2	Develop an understanding of changes in the state of matter in terms of heating and cooling, and in terms of arrangement and relative motion of atoms and molecules. Understand the differences between physical and chemical changes. Develop an understanding of products and reactants in a chemical change.						BCS Assessments Teacher Assessments
	Chemical changes occur when two elements and/or compounds react (including decomposing) to produce new substances. These new substances have different physical and chemical properties than the original elements and/or compounds. During the chemical changes. The mass of the reactants is the same as the mass of the products.		H				BCS Assessments Teacher Assessments
P.CM.07.21	Identify evidence of chemical change through color, gas formation, solid formation, and temperature change.	Identify - Analysis	H	Identify evidence of a chemical change. Recognize that bubbles can indicate a chemical change or a phase change. Observe evidence of chemical changes. Point out that a new substance is created during a chemical change.		I can observe evidence of a chemical change. I can identify evidence of a chemical change. I can distinguish between a chemical change and a phase change. I can point out that a new substance is formed during a chemical change.	BCS Assessments Teacher Assessments
P.CM.07.22	Compare and contrast the chemical properties of a new substance with the original after a chemical change.	Compare and Contrast - Analysis	H	Compare and contrast chemical properties of products and reactants. Compare physical properties and chemical properties.		I can compare and contrast chemical properties of products and reactants. I can compare physical and chemical properties.	BCS Assessments Teacher Assessments

		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
P.CM.07.23	Describe the physical properties and chemical properties of the products and reactants in a chemical change.	describe - comprehension	Chemical Properties Physical Properties Products Reactants Conservation of Mass Closed System Chemical reaction	H	Describe physical and chemical properties of the products and reactants. Describe the physical and chemical properties of a chemical change. Define reactants in a chemical reaction. Define products in a chemical reaction.		I can describe the physical and chemical properties of products and reactants. I can describe the physical and chemical properties of a chemical change. I can define reactants in a chemical reaction. I can define products in a chemical reaction.	BCS Assessments Teacher Assessments
LIFE SCIENCE - ORGANIZATION OF LIVING THINGS								
L.OL.M.2	Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.							BCS Assessments Teacher Assessments
	All organisms are composed of cells, from one cell to many cells. In multicellular organisms, specialized cells perform specialized functions. Organs and organ systems are composed of cells, and function to serve the needs of cells for food, air, and waste removal. The way in which cells function is similar in all living organisms.			M				BCS Assessments Teacher Assessments

*High Matrix Representation (H)
Moderate Matrix Representation (M)
Low Matrix Representation (L)

		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
L.OL.07.21	Recognize that all organisms are composed of cells (single cell organisms, multicellular organisms).	Recognize - Comprehension	Cell Organism Single Cell Organism Multicellular Organism	M	Distinguish between single cell and multicellular organisms. Recognize all living things are made out of cells. Give examples of single cell and multicellular organisms. Explain the needs for cells to have food, air, water and waste removal.		I can tell the difference between single cell and multicellular organisms. I can explain what all living things are made out of. I can give examples of single cell and multicellular organisms. I can describe the needs of cells.	BCS Assessments Teacher Assessments
L.OL.07.22	Explain how cells make up different body tissues, organs, and organ systems.	Explain - Comprehension	Tissues Organs Organ System Organism Specialized Cells Muscle Nerve Bone Blood Epidermis (Epidermal Tissue) Conductive Tissue Photosynthetic Tissue Circulatory System Digestive System Nervous System Skeletal System Excretory System	M	Illustrate that tissues are composed of similar specialized cells. Illustrate that organs are composed of different types of tissues. Illustrate that organ systems are composed of different organs. Recognize that organ systems are composed of cells. Recognize that organ systems function to serve the needs of cells for food, air, water and waste removal.		I can illustrate the organization of cells, tissues, organs and organ systems. I can identify examples of plant and animals cells, tissues, organs and organ systems. I can explain the function of organ systems.	BCS Assessments Teacher Assessments

		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
L.OL.07.23	Describe how cells in all multicellular organisms are specialized to take in nutrients, which they use to provide energy for the work that cells do and to make the materials that a cell or organism needs.	describe - comprehension	Cell Multicellular Organisms Specialized Cell Nutrient Diffusion Active Transport Passive Transport Cell Membrane	M	Describe how nutrients pass through the cell membrane by diffusion. Describe the difference between active and passive transport. Describe that nutrients are used to build cell structures and specialize molecules.		I can explain diffusion. I can explain ways that molecules enter the cell. I can describe how molecules are used in cells.	BCS Assessments Teacher Assessments
L.OL.07.24	Recognize that cells function in a similar way in all organisms.	Recognize - Comprehension	Function Cells Organisms	M	Explain that all cells function in a similar way. Identify how cells perform the same basic life functions such as taking in food, oxygen and waste removal. Explain the needs for cells to have food, air, water and waste removal.		I can identify the basic life functions of a cell. I can explain that cells function in similar ways in all living things.	BCS Assessments Teacher Assessments
L.OL.M.3	Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissue of multicellular organisms.			M				BCS Assessments Teacher Assessments
L.OL.07.31	Describe growth and development in terms of increase of cell number and/or cell size.	describe - comprehension	Growth Development Cell Multicellular Organism Cell Division (Reproduction)	M	Explain how cells increase in number. Describe how growth in a multicellular organism increases cell numbers. Explain that growth in a single cell organism results in an increase in size of the cell.		I can explain how single cell organisms grow. I can explain how multicellular organisms grow.	BCS Assessments Teacher Assessments
L.OL.07.32	Examine how through cell division, cells can become specialized for specific functions.	Examine - Analysis	Cell Cell Division Egg Sperm Pollen Seed Specialized Function Fertilized	M	Explain how cell division results in specialized tissues, organs and organ systems. Explain how a fertilized egg develops into a complex organism with specialized cells, tissues and organs.		I can breakdown a multicellular organism into specialized organ systems, organs, tissues and cells. I can illustrate the growth of a fertilized egg into specialized cells, tissues and organs.	BCS Assessments Teacher Assessments

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L.OL.M.6	Photosynthesis - Plants are producers; they use the energy from light to make sugar molecules from the atoms of carbon dioxide and water. Plants use these sugars along with minerals from the soil to form fats, proteins, and carbohydrates. These products can be used immediately, incorporated into the cells of a plant as the plant grows, or stored for later use.			M				BCS Assessments Teacher Assessments
L.OL.07.61	Recognize the need for light to provide energy for the production of carbohydrates, proteins and fats.	Recognize - Comprehension	Light Energy Product Carbohydrates Proteins Fats Photosynthesis Sugar Reactants	M	Recognize that photosynthesis creates sugars. Eplain that sugars produced in photosynthesis are used to make carbohydrates, fats and proteins. Identify light as the source of energy for the production of carbohydrates, fats and proteins. Identify common examples of carbohydrates, proteins, fats and oils.		I can give examples of carbohydrates, proteins fats and oils. I can identify the products and reatants of photosynthesis. I can identify the source of energy for photosynthesis.	BCS Assessments Teacher Assessments
L.OL.07.62	Explain that carbon dioxide and water are used to produce carbohydrates, proteins, and fats.	Explain - Comprehension	Carbon Dioxide Water Products Carbohydrates Proteins Fats Photosynthesis Carbon Hydrogen Oxygen	M	Explain that the reactants of photosynthesis, water and carbon dioxide, are used to make carbohydrates. Identify Carbon, Hydrogen and Oxygen in the chemical structures of Carbohydrates, proteins and fats. Explain that energy from light is needed to make complex molecules (carbohydrates) from simple moecules (CO2 and H2O). Describe how plants use the glucose created in photosynthesis to produce		I can identify the reactants of photosynthesis. I can identify the products of photosynthesis. I can recognize Carbon, Hydrogen and Oxygen within carbohydrates, fats and protiens. I can explain how proteins, fats and complex carbohydrates are made.	BCS Assessments Teacher Assessments
L.OL.07.63	Describe evidence that plants make, use and store food.	describe evidence - analysis	Light Energy Specialized Structures Carbohydrates Proteins Fats Root Fruit Seeds	M	Describe evidence that plants use and store food. Describe locations on a plant where food is stored.		I can point out evidence that plants use and store food. I can experiment on plants to show that plants use and store food. I can identify locations on a plant where food is stored.	BCS Assessments Teacher Assessments

HEREDITY

*High Matrix Representation (H)
Moderate Matrix Representation (M)
Low Matrix Representation (L)

		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
L.HE.M.2	Develop an understanding that all life forms must reproduce to survive. Understand that characteristics of mature plants and animals may be inherited or acquired and that only inherited traits are passed on to their young. Understand that inherited traits can be influenced by changes in the environment and by genetics.							BCS Assessments Teacher Assessments
	Reproduction is a characteristic of all living systems; because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually.			M				BCS Assessments Teacher Assessments
L.HE.07.21	Compare how characteristics of living things are passed on through generations, both asexually and sexually.	Compare - Analysis	generations asexual sexual reproduction genetic material organisms cloning pollination fertilization Offspring	M	Compare the characteristic of the offspring produced through sexual and asexual reproduction. Compare the sources of genetic material for sexual and asexual reproduction. Describe how genetic material is passed from each generation. Recognize that sexual offspring resemble both parents. Asexual offspring are identical (clones)		I can compare sexual and asexual offspring. I can compare the sources of genetic material for sexual and asexual reproduction. I can describe how genetic information is passed from parent(s) to offspring.	BCS Assessments Teacher Assessments
L.HE.07.22	Compare and contrast the advantages and disadvantages of sexual vs. asexual reproduction.	Compare - Analysis	sexual asexual reproduction	M	Compare the advantages of sexual and asexual reproduction. Compare the disadvantages of sexual and asexual reproduction.		I can compare the advantages of sexual and asexual reproduction. I can compare the disadvantages of sexual and asexual reproduction.	BCS Assessments Teacher Assessments
EARTH SCIENCE - EARTH SYSTEMS								
E.ES.M.1	Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.							BCS Assessments Teacher Assessments
	Solar Energy - The sun is the major source of energy for phenomena on the surface of the Earth.			H				BCS Assessments Teacher Assessments

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		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
E.ES.07.11	Demonstrate, using a model or drawing, the relationship between the warming by the sun of the Earth and the water cycle as it applies to the atmosphere (evaporation, water vapor, warm air rising, cooling, condensation, clouds).	demonstrate - application	water cycle atmosphere evaporation water vapor condensation	H				BCS Assessments Teacher Assessments
E.ES.07.12	Describe the relationship between the warming of the atmosphere of the Earth by the sun and convection within the atmosphere and oceans.			H				BCS Assessments Teacher Assessments
E.ES.07.13	Describe how the warming of the Earth by the sun produces winds and ocean currents.			H				BCS Assessments Teacher Assessments
<i>E.ES.M.4</i>	Human Consequences - Human activities have changed the land, oceans, and atmosphere of the Earth resulting in the reduction of the number and variety of wild plants and animals sometimes causing extinction of species.			H				BCS Assessments Teacher Assessments
E.ES.07.41	Explain how human activities (surface mining, deforestation, overpopulation, construction and urban development, farming, dams, landfills, and restoring natural areas) change the surface of the Earth and affect the survival of organisms.			H				BCS Assessments Teacher Assessments
E.ES.07.42	Describe the origins of pollution in the atmosphere, geosphere, and hydrosphere, (car exhaust, industrial emissions, acid rain, and natural sources), and how pollution impacts habitats, climatic change, threatens or endangers species.			H				BCS Assessments Teacher Assessments
<i>E.ES.M.7</i>	Weather and Climate - Global patterns of atmospheric and oceanic movement influence weather and climate.			H				BCS Assessments Teacher Assessments
E.ES.07.71	Compare and contrast the difference and relationship between climate and weather.			H				BCS Assessments Teacher Assessments
E.ES.07.72	Describe how different weather occurs due to the constant motion of the atmosphere from the energy of the sun reaching the surface of the Earth.			H				BCS Assessments Teacher Assessments

*High Matrix Representation (H)
Moderate Matrix Representation (M)
Low Matrix Representation (L)

		Verbs / Bloom's Taxonomy Level	Content Vocabulary	*Assess	Skills Needed & Sequencing Of Skills	Resources	Learning Targets I can...	Assessment
E.ES.07.73	Explain how the temperature of the oceans affects the different climates on Earth because water in the oceans holds a large amount of heat.			H				BCS Assessments Teacher Assessments
E.ES.07.74	Describe weather conditions associated with frontal boundaries (cold, warm, stationary, and occluded) and the movement of major air masses and the jet stream across North America using a weather map.			H				BCS Assessments Teacher Assessments
E.ES.M.8	Water Cycle - Water circulates through the four spheres of the Earth in what is known as the "water cycle."			H				BCS Assessments Teacher Assessments
E.ES.07.81	Explain the water cycle and describe how evaporation, transpiration, condensation, cloud formation, precipitation, infiltration, surface runoff, ground water, and absorption occur within the cycle.			H				BCS Assessments Teacher Assessments
E.ES.07.82	Analyze the flow of water between the components of a watershed, including surface features (lakes, streams, rivers, wetlands) and groundwater.			H				BCS Assessments Teacher Assessments
FLUID EARTH								
E.FE.M.1	Develop an understanding that Earth is a planet nearly covered with water and that water on Earth can be found in three states, solid, liquid, and gas. Understand how water on Earth moves in predictable patterns. Understand Earth's atmosphere as a mixture of gases and water vapor.							BCS Assessments Teacher Assessments
	The atmosphere is a mixture of nitrogen, oxygen and trace gases that include water vapor. The atmosphere has different physical and chemical composition at different elevations.			H				BCS Assessments Teacher Assessments
E.FE.07.11	Describe the atmosphere as a mixture of gases.			H				BCS Assessments Teacher Assessments
E.FE.07.12	Compare and contrast the composition of the atmosphere at different elevations.			H				BCS Assessments Teacher Assessments