

## Curriculum Map: Life Science 2021-2022

Course: LIFE SCIEN! Sub-topic: Uncategorized

Grade(s): 7

**Course Description:** Life Science is a high-interest course designed to develop students' interest and understanding of life and life processes and each student's relationship with life on earth. Life Science will be taught in sequential manner, from the basis of life progressing from the simplest form of life (viruses to monerans) to the more complex (mammals).

### Unit: Unit 1 - Nature of Science

Timeline: Week 1 to 2

#### STANDARDS: STANDARDS

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

- [2-PS1-1 \(Advanced\)](#) Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- [2-PS1-3 \(Advanced\)](#) Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- [5-PS1-1 \(Advanced\)](#) Develop a model to describe that matter is made of particles too small to be seen.
- [5-PS1-4 \(Advanced\)](#) Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- [3-5-ETS1-1 \(Advanced\)](#) Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- [3-5-ETS1-2 \(Advanced\)](#) Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- [3-5-ETS1-3 \(Advanced\)](#) Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- [MS-PS1-1 \(Advanced\)](#) Develop models to describe the atomic composition of simple molecules and extended structures.
- [MS-PS1-3 \(Advanced\)](#) Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- [MS-PS1-4 \(Advanced\)](#) Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

(\* standards consolidated from Topic level)

#### Topic: Lesson 1.1: Standard of Measurements

Minutes for Topic: 90

##### STANDARDS

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

- [2-PS1-1 \(Advanced\)](#) Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- [2-PS1-3 \(Advanced\)](#) Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.
- [MS-PS1-1 \(Advanced\)](#) Develop models to describe the atomic composition of simple molecules and extended structures.
- [MS-PS1-3 \(Advanced\)](#) Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

#### Topic: Lesson 1.2: Graphing

Minutes for Topic: 90

##### STANDARDS

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

- [MS-PS1-4 \(Advanced\)](#) Develop a model that predicts and describes changes in particle motion,

temperature, and state of a pure substance when thermal energy is added or removed.

**Topic: Lesson 1.3: The Science of Biology**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[5-PS1-1 \(Advanced\)](#)

Develop a model to describe that matter is made of particles too small to be seen.

[5-PS1-4 \(Advanced\)](#)

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

**Topic: Lesson 1.4: Lab Safety**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[3-5-ETS1-2 \(Advanced\)](#)

Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**Topic: Lesson 1.5 : Scientific Method**

Minutes for Topic: 135

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[3-5-ETS1-1 \(Advanced\)](#)

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

[3-5-ETS1-2 \(Advanced\)](#)

Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

[3-5-ETS1-3 \(Advanced\)](#)

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

**Unit: Unit 2- Ecology**

Timeline: Week 3 to 4

**STANDARDS: STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[2-LS2-1 \(Advanced\)](#)

Plan and conduct an investigation to determine if plants need sunlight and water to grow.

[3-LS2-1 \(Advanced\)](#)

Construct an argument that some animals form groups that help members survive.

[3-ESS2-2 \(Advanced\)](#)

Obtain and combine information to describe climates in different regions of the world.

[MS-LS2-1 \(Advanced\)](#)

Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

[MS-LS2-3 \(Advanced\)](#)

Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

[MS-LS2-5 \(Advanced\)](#)

Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

(\* standards consolidated from Topic level)

**Topic: Lesson 2.1: Principles of Ecology**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS2-1 \(Advanced\)](#)

Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

**Topic: Lesson 2.2 Nutrient and Energy**

Minutes for Topic: 90

**STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[2-LS2-1 \(Advanced\)](#)

Plan and conduct an investigation to determine if plants need sunlight and water to grow.

[MS-LS2-1 \(Advanced\)](#)

Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

**Topic: Lesson 2.3: Cycles in Nature**

Minutes for Topic: 90

**STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[MS-LS2-3 \(Advanced\)](#)

Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Topic: Lesson 2.4 : Organisms and their environment**

Minutes for Topic: 90

**STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[3-LS2-1 \(Advanced\)](#)

Construct an argument that some animals form groups that help members survive.

[MS-LS2-5 \(Advanced\)](#)

Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

**Topic: Lesson 2.5 : Ecological Succession**

Minutes for Topic: 90

**Topic: Lesson 2.6 : Biomes**

Minutes for Topic: 135

**STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[3-ESS2-2 \(Advanced\)](#)

Obtain and combine information to describe climates in different regions of the world.

**Unit: Unit 3- Cells**

Timeline: Week 5 to 6

**STANDARDS: STANDARDS**NGSS Arranged by Topic - Science (2013)[HS-LS1-1 \(Advanced\)](#)

Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

**Topic: Lesson 3.1 : Cell Structure and Function**

Minutes for Topic: 90

**STANDARDS**NGSS Arranged by Topic - Science (2013)[MS-LS1-1 \(Advanced\)](#)

Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

[MS-LS1-2 \(Advanced\)](#)

Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

**Topic: Lesson 3.2 : The Discovery of Cells**

Minutes for Topic: 45

**Topic: Lesson 3.3 : Eukaryotic Cell and Organelles**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[MS-LS1-3 \(Advanced\)](#)

Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Topic: Lesson 3.4 : Prokaryotic Cell and Organelles**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[MS-LS1-2 \(Advanced\)](#)

Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

**Topic: Lesson 3.5 : Cellular Transport**

Minutes for Topic: 135

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[MS-LS1-8 \(Advanced\)](#)

Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

**Unit: Unit 4 : Cellular Processes**

Timeline: Week 6

**STANDARDS: STANDARDS**

NGSS Arranged by Topic - Science (2013)

[HS-LS1-4 \(Advanced\)](#)

Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

**Topic: Lesson 4.1 : Cell Processes and Energy**

Minutes for Topic: 135

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[5-LS2-1 \(Advanced\)](#)

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

[HS-LS2-5 \(Advanced\)](#)

Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

**Topic: Lesson 4.2 : Photosynthesis**

Minutes for Topic: 135

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[2-LS2-1 \(Advanced\)](#)

Plan and conduct an investigation to determine if plants need sunlight and water to grow.

[5-LS1-1 \(Advanced\)](#)

Support an argument that plants get the materials they need for growth chiefly from air and water.

**Topic: Lesson 4.3 : Cellular Respiration**

Minutes for Topic: 135

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[2-LS2-1 \(Advanced\)](#)

Plan and conduct an investigation to determine if plants need sunlight and water to grow.

[HS-LS1-7 \(Advanced\)](#)

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

**Topic: Lesson 4.4 Cell Cycle**

Minutes for Topic: 135

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[3-LS1-1 \(Advanced\)](#)

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

[HS-LS2-3 \(Advanced\)](#)

Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

**Topic: Lesson 4.5: Mitosis**

Minutes for Topic: 90

**Topic: Lesson 4.6 : Meiosis**

Minutes for Topic: 90

**Topic: Lesson 4.7 : Control System of a cell**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[HS-LS1-6 \(Advanced\)](#)

Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

**Topic:**

**Unit: Unit 5 : Genetics**

Timeline: Week 8 to 9

**STANDARDS: STANDARDS**

NGSS Arranged by Topic - Science (2013)

[HS-LS1-1 \(Advanced\)](#)

Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

[HS-LS1-2 \(Advanced\)](#)

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

**Topic: Lesson 5.1 : Intro to Genetics**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[1-LS3-1 \(Advanced\)](#)

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

**Topic: Lesson 5.2 :Gregor Mendel**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[3-LS3-2 \(Advanced\)](#)

Use evidence to support the explanation that traits can be influenced by the environment.

**Topic: Lesson 5.3 : Mendel's Laws of Heredity**

Minutes for Topic: 45

**STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[MS-LS3-2 \(Advanced\)](#)

Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

**Topic: Lesson 5.4 : Punnett squares**

Minutes for Topic: 90

**STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[HS-LS3-3 \(Advanced\)](#)

Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

**Topic: Lesson 5.5: Meiosis**

Minutes for Topic: 135

**STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[HS-LS3-1 \(Advanced\)](#)

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

[HS-LS3-2 \(Advanced\)](#)

Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

**Unit: Unit 6 : Modern Genetics**

Timeline: Week 9

**STANDARDS: STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[MS-LS3-2 \(Advanced\)](#)

Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

**Topic: Lesson 6.1 : Modern Genetics**

Minutes for Topic: 90

**STANDARDS**NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)[MS-LS3-1 \(Advanced\)](#)

Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

**Topic: Lesson 6.2 : Genetic Code**

Minutes for Topic: 90

**STANDARDS**NGSS Arranged by Topic - Science (2013)[HS-LS3-3 \(Advanced\)](#)

Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

**Topic: Lesson 6.3 : Human Genetic Disorders**

Minutes for Topic: 90

## STANDARDS

NGSS Arranged by Topic - Science (2013)

[HS-LS3-1 \(Advanced\)](#)

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

[HS-LS3-2 \(Advanced\)](#)

Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

### Topic: Lesson 6.4 : Advances in Genetics

Minutes for Topic: 90

## STANDARDS

NGSS Arranged by Topic - Science (2013)

[3-LS3-2 \(Advanced\)](#)

Use evidence to support the explanation that traits can be influenced by the environment.

### Unit: Unit 7: Classification

Timeline: Week 10

## STANDARDS: STANDARDS

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-1 \(Advanced\)](#)

Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

NGSS Arranged by Topic - Science (2013)

[HS-LS1-2 \(Advanced\)](#)

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

(\* standards consolidated from Topic level)

### Topic: Lesson 7.1 : Classification

## STANDARDS

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-1 \(Advanced\)](#)

Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

### Topic: Lesson 7.2 Classification

Minutes for Topic: 90

## STANDARDS

NGSS Arranged by Topic - Science (2013)

[HS-LS1-2 \(Advanced\)](#)

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

### Topic: Lesson 7.3 : Domains and Kingdoms

Minutes for Topic: 90

## STANDARDS

NGSS Arranged by Topic - Science (2013)

[HS-LS1-2 \(Advanced\)](#)

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

### Topic: Lesson 7.4 : The Microbial World

Minutes for Topic: 90

### Topic: Lesson 7.5: Prokaryotes

Minutes for Topic: 135

**Topic: Lesson 7.6 : Viruses**

Minutes for Topic: 135

**Topic: Lesson 7.7 :Protista**

Minutes for Topic: 135

**Topic: Lesson 7.8 :Fungi**

Minutes for Topic: 135

**Topic: Lesson 7.9 : Sponges, Cnidarians, Worms**

Minutes for Topic: 135

**Topic: Lesson 7.10 : Mollusks, Arthropods, Echnoderms**

Minutes for Topic: 135

**Topic: Lesson 7.11 : Insects**

Minutes for Topic: 90

**Unit: Unit 8: THE Plant Kingdom**

Timeline: Week 12 to 13

**STANDARDS: STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[5-LS1-1 \(Advanced\)](#) Support an argument that plants get the materials they need for growth chiefly from air and water.

NGSS Arranged by Topic - Science (2013)

[2-LS2-2 \(Advanced\)](#) Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

[2-LS4-1 \(Advanced\)](#) Make observations of plants and animals to compare the diversity of life in different habitats.

(\* standards consolidated from Topic level)

**Topic: Lesson 8.1 : Plants without Seeds**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[2-LS4-1 \(Advanced\)](#) Make observations of plants and animals to compare the diversity of life in different habitats.

**Topic: Lesson 8.2 : Seed Plants**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Topic - Science (2013)

[2-LS2-2 \(Advanced\)](#) Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

**Topic: Lesson 8.3 : Flowering Plants**

Minutes for Topic: 45

**Topic: Lesson 8.4 : Roots, Stems, Leaves**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[5-LS1-1 \(Advanced\)](#) Support an argument that plants get the materials they need for growth chiefly from air and water.

**Topic: Lesson 8.5 Plant Responses and Growth**

Minutes for Topic: 45

**Unit: Unit 9 : Animal Diversity**



Timeline: Week 13 to 15

**STANDARDS: STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-2 \(Advanced\)](#) Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

[MS-LS1-4 \(Advanced\)](#) Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

(\* standards consolidated from Topic level)

**Topic: Lesson 9.1 : Invertebrates**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-2 \(Advanced\)](#) Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

**Topic: Lesson 9.2 : Animal Behavior**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-4 \(Advanced\)](#) Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

**Unit: Unit 10 : Human Body**

Timeline: Week 16 to 17

**STANDARDS: STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-2 \(Advanced\)](#) Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

[MS-LS1-4 \(Advanced\)](#) Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

[MS-LS1-8 \(Advanced\)](#) Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

(\* standards consolidated from Topic level)

**Topic: Lesson 10.1 : The Skin, Muscular System**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Topic: Lesson 10.1 : Skeletal System**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-2 \(Advanced\)](#) Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

**Topic: Lesson 10.2 :Nervous System**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

[MS-LS1-8 \(Advanced\)](#) Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

**Topic: Lesson 10.3 : Digestive System**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-2 \(Advanced\)](#) Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Topic: Lesson 10.4 : Respiratory system**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Topic: Lesson 10.5 :Excretory System**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Topic: Lesson 10.6 : Cardiovascular System**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Topic: Lesson 10.7 : Blood**

Minutes for Topic: 45

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Topic: Lesson 10.8 : Endocrine System**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**Topic: Lesson 10.9 : Reproductive Systems**

Minutes for Topic: 90

**STANDARDS**

NGSS Arranged by Disciplinary Core Idea (DCI) - Science (2013)

[MS-LS1-2 \(Advanced\)](#) Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

[MS-LS1-3 \(Advanced\)](#) Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

[MS-LS1-4 \(Advanced\)](#) Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.