

Science Curriculum Map 2019-20  
7th Grade



Life Science - Quarter 1

Science			
Date	Standard	Assessment	Additional Information/Extension
Week 1	<b>Culture Camp:</b> Building Classroom Community Hopes and Dreams Lab Safety and Instruction	<b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.): € Lab Safety € Safety Symbols	€ Lab Safety Contract € Online Resources/Activities € Discussion € Lab Safety Poster
Week 2	<b>Culture Camp:</b> Building Classroom Community Curiosity and Inquiry Scientific Method	<b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.): € Scientific Method € Controls and Variables € Observation, Inference, Graphing (process skills)	€ Paper Airplane Lab € Bubble Lab € Online Resources/Activities € Discussion
Week 3	<b><u>All About Cells: Cell Theory - Characteristics of Living Things</u></b> <b>S7L2.</b> Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms. a. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. (Clarification statement: The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.)	<b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.): € 7 Characteristics of Life € Microscopes Stations € Quiz: Cell Theory	€ Online Resources/Activities € Discussion
Week 4	<b><u>All About Cells: Cell Organelles and Functions</u></b> <b>S7L2.</b> Obtain, evaluate, and communicate information to describe	<b>Formative Assessment</b> (throughout the unit; may include writing assignments,	€ Online Resources/Activities € Discussion

	<p>how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</p> <p>a. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. (Clarification statement: The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.)</p>	<p>quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <ul style="list-style-type: none"> <li>€ Organelles</li> <li>€ Cell City Analogy</li> <li>€ Quiz: Cell Organelles</li> </ul>	<ul style="list-style-type: none"> <li>€ Cell Organelles Game</li> </ul>
Week 5	<p><b><u>All About Cells: Plant vs. Animal Cell</u></b></p> <p><b>S7L2.</b> Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</p> <p>a. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. (Clarification statement: The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.)</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <ul style="list-style-type: none"> <li>€ Organelles</li> <li>€ Plants vs. Animals</li> <li>€ Quiz: Plant and Animal Cells</li> </ul>	<ul style="list-style-type: none"> <li>€ Online Resources/Activities</li> <li>€ Discussion</li> <li>€ Cell Organelles Game</li> </ul>
Week 6	<p><b><u>All About Cells: Active and Passive Transport</u></b></p> <p><b>S7L2.</b> Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</p> <p>a. Develop a model and construct an explanation of how cell structures (specifically the nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, and mitochondria) contribute to the function of the cell as a system in obtaining nutrients in order to grow, reproduce, make needed materials, and process waste. (Clarification statement: The intent is for students to demonstrate how the component structures of the cell interact and work together to allow the cell as a whole to carry out various processes. Additional structures, beyond those listed, will be addressed in high school Biology.)</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <ul style="list-style-type: none"> <li>€ Organelles</li> <li>€ Gummy Bear Lab</li> <li>€ Quiz: Passive and Active Transport</li> </ul>	<ul style="list-style-type: none"> <li>€ Online Resources/Activities</li> <li>€ Discussion</li> <li>€ Cell Organelles Game</li> </ul>
Week 7	<p><b><u>All About Cells: Homeostasis</u></b></p> <p><b>S7L2.</b> Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</p> <p>b. Develop and use a conceptual model of how cells are organized into tissues, tissues into organs, organs into systems,</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <ul style="list-style-type: none"> <li>€ Organelles and Homeostasis</li> <li>€ Egg-mosis Lab Report</li> </ul>	<ul style="list-style-type: none"> <li>€ Online Resources/Activities</li> <li>€ Discussion</li> <li>€ Cell Organelles Game</li> </ul>

	and systems into organisms.	€ Quiz: Homeostasis	
Week 8	<p><b>All About Cells: The Human Body</b></p> <p><b>S7L2.</b> Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</p> <p>b. Develop and use a conceptual model of how cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.</p> <p>c. Construct an argument that systems of the body (Cardiovascular, Excretory, Digestive, Respiratory, Muscular, Nervous, and Immune) interact with one another to carry out life processes. (Clarification statement: The emphasis is not on learning individual structures and functions associated with each system, but on how systems interact to support life processes.)</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <p>€ Cells to Organisms</p> <p>€ Heart Rate Lab</p> <p>€ Quiz: Cellular Organization</p>	<p>€ Online Resources/Activities</p> <p>€ Discussion</p>
Week 9	<p><b>Unit Summative: All About Cells</b></p> <p><b>S7L2.</b> Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</p> <p>b. Develop and use a conceptual model of how cells are organized into tissues, tissues into organs, organs into systems, and systems into organisms.</p> <p>c. Construct an argument that systems of the body (Cardiovascular, Excretory, Digestive, Respiratory, Muscular, Nervous, and Immune) interact with one another to carry out life processes. (Clarification statement: The emphasis is not on learning individual structures and functions associated with each system, but on how systems interact to support life processes.)</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <p>€ Body Systems</p> <p><b>Summative Assessment:</b></p> <p>€ All About Cells Unit Test</p>	<p>€ Online Resources/Activities</p> <p>€ Discussion</p>

### Life Science - Quarter 2

Sciences			
Date	Standard	Assessment	Additional Information/Extension
Week 10	<p><b>Interdependence of Life: Biomes</b></p> <p><b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b></p> <p>d. Ask questions to gather and synthesize information from multiple sources to differentiate between Earth's major terrestrial biomes (i.e., tropical rainforest, savanna, temperate forest, desert, grassland, taiga, and tundra) and aquatic ecosystems (i.e., freshwater, estuaries, and marine). (Clarification statement:</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <p>€ Abiotic and Biotic Factors</p> <p>€ Biomes Project</p>	<p>€ Online Resources/Activities</p> <p>€ Discussion</p>

	Emphasis is on the factors that influence patterns across biomes such as the climate, availability of food and water, and location.)		
Week 11	<p><b><u>Interdependence of Life: Biomes</u></b>  <b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b>  d. Ask questions to gather and synthesize information from multiple sources to differentiate between Earth's major terrestrial biomes (i.e., tropical rainforest, savanna, temperate forest, desert, grassland, taiga, and tundra) and aquatic ecosystems (i.e., freshwater, estuaries, and marine). (Clarification statement: Emphasis is on the factors that influence patterns across biomes such as the climate, availability of food and water, and location.)</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):  € Biomes Quiz</p>	<p>€ Online Resources/Activities  € Discussion</p>
Week 12	<p><b><u>Interdependence of Life: Ecological Interactions</u></b>  <b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b>  a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. (Clarification statement: The interactions include, but are not limited to, predator-prey relationships, competition, mutualism, parasitism, and commensalism.)</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):  € Interactions in the Ecosystem  € Quiz</p>	<p>€ Online Resources/Activities  € Discussion</p>
Week 13	<p><b><u>Interdependence of Life: Ecological Interactions</u></b>  <b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b>  a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. (Clarification statement: The interactions include, but are not limited to, predator-prey relationships, competition, mutualism, parasitism, and commensalism.)</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):  € Interactions in the Ecosystem  € Want Ad  € Quiz</p>	<p>€ Online Resources/Activities  € Discussion</p>
Week 14	<p><b><u>Interdependence of Life: Energy in the Ecosystem</u></b>  <b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b>  b. Develop a model to describe the cycling of matter and the flow of energy among biotic and abiotic components of an ecosystem. (Clarification statement: Emphasis is on tracing movement of matter and flow of energy, not the biochemical mechanisms of photosynthesis and cellular respiration.)  c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):  € Energy Roles  € Food Chains  € Food Webs  € Food Pyramids  € Quiz</p>	<p>€ Online Resources/Activities  € Discussion  € Food Web Freeze Tag</p>
Week 15	<p><b><u>Interdependence of Life: Energy in the Ecosystem</u></b>  <b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another</b></p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments,</p>	<p>€ Online Resources/Activities  € Discussion  € Food Web Freeze Tag</p>

	<p><b>and their environments.</b></p> <p>b. Develop a model to describe the cycling of matter and the flow of energy among biotic and abiotic components of an ecosystem. (Clarification statement: Emphasis is on tracing movement of matter and flow of energy, not the biochemical mechanisms of photosynthesis and cellular respiration.)</p> <p>c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p>	<p>quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <ul style="list-style-type: none"> <li>€ Energy Roles</li> <li>€ Food Chains</li> <li>€ Food Webs</li> <li>€ Food Pyramids</li> <li>€ Quiz</li> </ul>	
Week 16	<p><b><u>Interdependence of Life: Endangerment and Conservation Efforts</u></b></p> <p><b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b></p> <p>c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <ul style="list-style-type: none"> <li>€ Causes of Endangerment</li> <li>€ Conversation Efforts</li> <li>€ Quiz</li> </ul>	<ul style="list-style-type: none"> <li>€ Online Resources/Activities</li> <li>€ Discussion</li> </ul>
Week 17	<p><b><u>Interdependence of Life: Endangerment and Conservation Efforts</u></b></p> <p><b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b></p> <p>c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p>	<p><b>Formative Assessment</b> (throughout the unit; may include writing assignments, quizzes, exit tickets, homework, lab reports, graphic organizers, etc.):</p> <ul style="list-style-type: none"> <li>€ Causes of Endangerment</li> <li>€ Conversation Efforts</li> <li>€ Endangered Species Project</li> </ul>	<ul style="list-style-type: none"> <li>€ Online Resources/Activities</li> <li>€ Discussion</li> <li>€ Presentations</li> </ul>
Week 18	<p><b><u>All Standards Covered in Semester 1</u></b></p> <p><b>All About Cells</b></p> <p><b>Interdependence of Life</b></p>	<p><b>Semester 1 Summative Exam</b></p>	<ul style="list-style-type: none"> <li>€ Online Resources/Activities</li> <li>€ Semester 1 Review</li> </ul>

### Life Science - Quarter 3

Sciences				
Date	Standard	Assessment	Additional Info.	Extension
Week 19	<p><b><u>Ecology: Biomes &amp; Adaptations</u></b></p> <p><b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b></p> <p>d. Ask questions to gather and synthesize information from multiple sources to differentiate between Earth's major terrestrial biomes (i.e., tropical rain forest, savanna, temperate forest, desert, grassland, taiga, and tundra) and aquatic ecosystems</p>			

	(i.e., freshwater, estuaries, and marine). (Clarification statement: Emphasis is on the factors that influence patterns across biomes such as the climate, availability of food and water, and location.)			
Week 20	<p><b><u>Ecology: The Biosphere (Levels of Organization)</u></b>  <b>S7L4.</b> Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</p> <p>a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. (Clarification statement: The interactions include, but are not limited to, predator-prey relationships, competition, mutualism, parasitism, and commensalism.)</p>			
Week 21	<p><b><u>Ecology: Energy Transfer</u></b>  <b>S7L4.</b> Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</p> <p>b. Develop a model to describe the cycling of matter and the flow of energy among biotic and abiotic components of an ecosystem. (Clarification statement: Emphasis is on tracing movement of matter and flow of energy, not the biochemical mechanisms of photosynthesis and cellular respiration.)</p> <p>c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p>	Food Chains, Webs, Pyramids, Trophic roles		
Week 22	<p><b><u>Ecology: Interactions in an Ecosystem</u></b>  <b>S7L4.</b> Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</p> <p>a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. (Clarification statement: The interactions include, but are not limited to, predator-prey relationships, competition, mutualism, parasitism, and commensalism.)</p>	Predator-Prey Relationships		
Week 23	<p><b><u>Ecology: Interactions in an Ecosystem</u></b>  <b>S7L4.</b> Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</p> <p>a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. (Clarification statement: The interactions include, but are not limited to, predator-prey relationships, competition, mutualism, parasitism, and commensalism.)</p>	Competition and Niche		

Week 24	<p><b><u>Ecology: Interactions in an Ecosystem</u></b>  <b>S7L4.</b> Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.  a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. (Clarification statement: The interactions include, but are not limited to, predator-prey relationships, competition, mutualism, parasitism, and commensalism.)</p>	Symbiotic Relationships Want Ads		
Week 25	<p><b><u>Ecology: Endangerment and Conservation Efforts</u></b>  <b>S7L4.</b> Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.  c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p>	Reasons for Endangerment		
Week 26	<p><b><u>Ecology: Endangerment and Conservation Efforts</u></b>  <b>S7L4.</b> Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.  c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p>	Conservation efforts		
Week 27	<p><b><u>Ecology: Endangerment and Conservation Efforts</u></b>  <b>S7L4.</b> Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.  c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p>	Endangered Species Project Zoo Field Trip?		

**Life Science - Quarter 4**

Sciences				
Date	Standard	Assessment	Additional Info.	Extension
Week 28	<p><b><u>Evolution and Natural Selection: What is Evolution</u></b>  <b>S7L5.</b> Obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution of living</p>			

	organisms through inherited characteristics.			
Week 29	<p><b><u>Evolution and Natural Selection: Theory of Natural Selection (Charles Darwin)</u></b></p> <p><b>S7L5.</b> Obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution of living organisms through inherited characteristics.</p> <p>a. Use mathematical representations to evaluate explanations of how natural selection leads to changes in specific traits of populations over successive generations. (Clarification statement: Referencing data should be obtained from multiple sources including, but not limited to, existing research and simulations. Students should be able to calculate means, represent this data in a table or graph, and reference it when explaining the principles of natural selection.)</p>			
Week 30	<p><b><u>Evolution and Natural Selection: Variation and Diversity</u></b></p> <p><b>S7L5.</b> Obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution of living organisms through inherited characteristics.</p> <p>a. Use mathematical representations to evaluate explanations of how natural selection leads to changes in specific traits of populations over successive generations. (Clarification statement: Referencing data should be obtained from multiple sources including, but not limited to, existing research and simulations. Students should be able to calculate means, represent this data in a table or graph, and reference it when explaining the principles of natural selection.)</p> <p>b. Construct an explanation based on evidence that describes how genetic variation and environmental factors influence the probability of survival and reproduction of a species.</p>			
Week 31	<p><b><u>Evolution and Natural Selection: Frequency of Traits and Competition</u></b></p> <p><b>S7L5.</b> Obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution of living organisms through inherited characteristics.</p> <p>a. Use mathematical representations to evaluate explanations of how natural selection leads to changes in specific traits of populations over successive generations. (Clarification statement: Referencing data should be obtained from multiple sources including, but not limited to, existing research and simulations. Students should be able to calculate means, represent this data in a table or graph, and reference it when explaining the principles of natural selection.)</p> <p>b. Construct an explanation based on evidence that describes how genetic variation and environmental factors influence the</p>			



	probability of survival and reproduction of a species.			
Week 32	<p><b><u>Evolution and Natural Selection: Evidence</u></b></p> <p><b>S7L5.</b> Obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution of living organisms through inherited characteristics.</p> <p>c. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, and extinction of organisms and their relationships to modern organisms. (Clarification statement: Evidence of evolution found in comparisons of current/modern organisms such as homologous structures, DNA, and fetal development will be addressed in high school.)</p>			
Week 33	<p><b><u>Taxonomy: 6 Kingdoms</u></b></p> <p><b>S7L1.</b> Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.</p> <p>a. Develop and defend a model that categorizes organisms based on common characteristics.</p> <p>b. Evaluate historical models of how organisms were classified based on physical characteristics and how that led to the six kingdom system (currently archaea, bacteria, protists, fungi, plants, and animals). (Clarification statement: This includes common examples and characteristics such as, but not limited to, prokaryotic, eukaryotic, unicellular, multicellular, asexual reproduction, sexual reproduction, autotroph, heterotroph, and unique cell structures. Modern classification will be addressed in high school.)</p>			
Week 34	<p><b><u>Taxonomy: Phylogenetic Trees</u></b></p> <p><b>S7L1.</b> Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.</p> <p>a. Develop and defend a model that categorizes organisms based on common characteristics.</p> <p>b. Evaluate historical models of how organisms were classified based on physical characteristics and how that led to the six kingdom system (currently archaea, bacteria, protists, fungi, plants, and animals). (Clarification statement: This includes common examples and characteristics such as, but not limited to, prokaryotic, eukaryotic, unicellular, multicellular, asexual reproduction, sexual reproduction, autotroph, heterotroph, and unique cell structures. Modern classification will be addressed in high school.)</p>			
Week 35	<p><b><u>Taxonomy: Dichotomous Keys</u></b></p> <p><b>S7L1.</b> Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.</p> <p>a. Develop and defend a model that categorizes organisms based</p>			

	<p>on common characteristics.</p> <p>b. Evaluate historical models of how organisms were classified based on physical characteristics and how that led to the six kingdom system (currently archaea, bacteria, protists, fungi, plants, and animals). (Clarification statement: This includes common examples and characteristics such as, but not limited to, prokaryotic, eukaryotic, unicellular, multicellular, asexual reproduction, sexual reproduction, autotroph, heterotroph, and unique cell structures. Modern classification will be addressed in high school.)</p>			
Week 36	<p><b><u>Semester 2 Summative Exam</u></b></p> <ul style="list-style-type: none"> <li>● Ecology</li> <li>● Evolution and Natural Selection</li> <li>● Taxonomy</li> </ul>			