



# Louisiana Believes

## Louisiana Guide to Implementing Amplify: Grade 7

To assist teachers with the implementation of the grade seven Amplify curriculum, this document provides guidance regarding how Amplify units correlate with the [Louisiana Student Standards for Science](#) (LSSS). The Amplify curriculum provides ample instructional guidance for teachers. This Louisiana Guide for Implementing Amplify goes a step further to point out places in which teachers may need to make strategic decisions considering student needs.

The Amplify Science Grade 7 units may include performance expectations from previous and upcoming grade levels. These units are intentionally designed to provide students the opportunity to incrementally make sense of phenomena to build understanding and abilities over time through a coherent storyline. Modification to the sequence or content of lessons within these units could undermine the design, and therefore should be approached with caution and careful consideration.

This guidance document is considered a “living” document as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to [STEM@la.gov](mailto:STEM@la.gov) so that we may use your input when updating this guide.

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Standards by Unit<sup>1</sup>

	Unit 1 Metabolism	Unit 2 Phase Change	Unit 3 Chemical Reactions	Unit 4 Traits and Reproduction	Unit 5 Ocean, Atmosphere, & Climate	Unit 6 Weather Patterns	Unit 7 Earth's Changing Climate
<b>Number of Lessons</b>	19 lessons	19 lessons <a href="#"><u>1 companion lesson</u></a>	19 lessons	19 lessons <a href="#"><u>2 companion lessons</u></a>	19 lessons <a href="#"><u>1 companion lesson</u></a>	19 lessons <a href="#"><u>1 companion lesson</u></a>	19 lessons
<b>Anchor Phenomenon Question</b>	What is causing Elisa, a young patient, to feel tired all the time?	Why did the methane lake on Titan disappear?	Why is there a mysterious reddish-brown substance in the tap water of Westfield?	Why do Darwin's bark spider offspring have different silk flexibility traits even though they have the same parents?	During El Niño years, why is Christchurch, New Zealand's air temperature cooler than usual?	Why have recent rainstorms in Galestown been so severe?	Why is the ice on Earth's surface melting?
<b>Louisiana Students Standards for Science<sup>2</sup></b>	7-LS1-3 7-LS1-7 6-LS1-1 6-LS1-2	7-PS1-4* 7-PS3-4 7-ESS2-4* 7-LS2-5* 6-PS1-1 6-ESS1-3 8-PS3-5	7-PS1-2 7-PS1-5 7-LS1-6† 7-ESS3-5* 6-PS1-1 6-PS1-3 8-PS1-6 8-ESS3-3*	7-LS1-3* 7-LS3-2 7-LS4-4 7-LS4-5† 6-LS1-2 8-LS1-4 8-LS1-5 8-LS3-1	7-PS1-4* 7-ESS2-5 7-ESS2-6† 8-PS3-3 8-ESS2-3 8-ESS3-2	7-PS1-4* 7-ESS2-4 7-ESS2-5 7-ESS2-6† 8-ESS2-1 8-ESS3-2 8-PS3-3	7-ESS2-5* 7-ESS2-6* 7-ESS3-5 7-LS1-6† 7-LS2-4 7-LS2-5* 8-ESS3-3*
<b>Metabolism Engineering Internship Unit</b>	Standards: 7-LS1-7 <i>Recommended to follow Unit 1, Metabolism</i> 10 lessons						

\* The performance expectation is only partially addressed using the identified phenomenon and is addressed in other unit(s).

†The identified phenomenon only partially addresses the performance expectation. Further instruction of the performance expectation should be explored by incorporating the Grade 7 [Louisiana Scope and Sequence](#) units as needed.

<sup>2</sup>Performance expectations which are unique to the Next Generation Science Standards for Middle School have not been included in this table.

<sup>1</sup>Adapted from guidance developed by Amplify.

**Companion Lesson Guidance<sup>1</sup>**

Guidance provided in the Amplify Louisiana Grade 7 Companion Teacher Booklet has strategically added lessons to the storyline to address Louisiana Student Standards for Science for grade 7 which are not fully addressed in the core unit materials. These companion lessons ensure that the Louisiana Student Standards for Science for grade 7 are covered by building on what students are learning in core units and extending their understanding of unit concepts.

Unit	Companion Lesson	Lesson Placement	Time Frame	Standards
<b>Unit 2</b> Phase Change	Lesson 1, p. 12 Reading “Icy Heat”	Insert after Lesson 2.2	60 minutes (can be spread across multiple class periods)	7-PS1-4 7-PS3-4
<b>Unit 4</b> Traits & Reproduction	Lesson 2, p. 25 Reading “How to Make a Venomous Cabbage”	Insert after Lesson 3.3	65 minutes (can be spread across multiple class periods)	7-LS4-5
	Lesson 3 p. 40 Investigating Changes to Traits in a Population	Insert after Lesson 3.6	120 minutes (can be spread across multiple class periods)	7-LS4-5
<b>Unit 5</b> Ocean, Atmosphere, & Climate	Lesson 4, p. 64 Investigating Lakes and Air Temperature	Insert after Lesson 2.4	90 minutes (can be spread across multiple class periods)	7-PS1-4 7-PS3-4
<b>Unit 6</b> Weather Patterns	Lesson 5, p. 85 Reading “How the Water Cycle Cleans Louisiana’s Water”	Insert after Lesson 1.2	60 minutes (can be spread across multiple class periods)	7-ESS2-4

Unit	Companion Lesson	Lesson Placement	Time Frame	Standards
<b>Unit 7</b> <b>Earth's Changing Climate</b>	Lesson 6, pg. 98 Investigating Photosynthesis and Carbon Cycling	Insert after Lesson 3.3	105 minutes (can be spread across multiple class periods)	7-LS1-6
	Lesson 7 ,pg. 118 Reading “The Amazing Variety of Life in a Coral Reef”	Insert after Lesson 4.4 (and before Louisiana Companion Lesson 8)	60 minutes (can be spread across multiple class periods)	7-LS2-5
	Lesson 8, pg. 131 Reading “Changes in the Great Barrier Reef Ecosystem”	Insert after Lesson 4.4 (and after Louisiana Companion Lesson 7)	60 minutes (can be spread across multiple class periods)	7-LS2-4

<sup>1</sup>Adapted from guidance developed by Amplify.

Investigative Phenomena by Unit<sup>1</sup>

Units	Investigative Phenomena Questions
<p><b>Unit 1</b></p> <p><b>Metabolism</b></p>	<p>Chapter 1: Why does Elisa feel tired all the time?</p> <p>Chapter 2: What is happening in Elisa’s body that could be preventing molecules from getting to her cells?</p> <p>Chapter 3: How do molecules in the cells of the body release energy?</p> <p>Chapter 4: Students apply what they learn to a new question – How did the athlete increase his cellular respiration and improve his performance?</p>
<p><b>Unit 2</b></p> <p><b>Phase Change</b></p>	<p>Chapter 1: What happened to the liquid in Titan’s lake?</p> <p>Chapter 2: What could cause liquid methane to change phases?</p> <p>Chapter 3: Why didn’t the liquid methane change phase before 2007?</p> <p>Chapter 4: Students apply what they learn to a new question – Why is the liquid oxygen machine producing less liquid oxygen than normal?</p>
<p><b>Unit 3</b></p> <p><b>Chemical Reactions</b></p>	<p>Chapter 1: What is the reddish-brown substance in the water?</p> <p>Chapter 2: How did the rust form?</p> <p>Chapter 3: What was produced during the reaction between the iron pipes and the fertilizer?</p> <p>Chapter 4: Students apply what they learn to a new question – Who might have used the unknown substance to steal the diamond?</p>
<p><b>Unit 4</b></p> <p><b>Traits &amp; Reproduction</b></p>	<p>Chapter 1: Why do traits for silk flexibility vary within this family of Darwin’s bark spiders?</p> <p>Chapter 2: Why do Darwin’s bark spiders make different proteins for silk flexibility?</p> <p>Chapter 3: Why do the Darwin’s bark spider offspring have different gene combinations even though they have the same parents?</p> <p>Chapter 4: Students apply what they learn to a new question – Why is Jackie an elite distance runner when no one else in her family has that trait?</p>

<p><b>Unit 5</b></p> <p><b>Ocean, Atmosphere, &amp; Climate</b></p>	<p>Chapter 1: What determines the air temperature of Christchurch, New Zealand?          Chapter 2: Other than latitude, what else affects the air temperature of Christchurch?          Chapter 3: What determines how the ocean currents near Christchurch move?          Chapter 4: Students apply what they learn to a new question – In South China during the late Carboniferous period, was the air temperature warmer or cooler than the air temperature in that location today?</p>
<p><b>Unit 6</b></p> <p><b>Weather Patterns</b></p>	<p>Chapter 1: What causes the rainfall in Galetown?          Chapter 2: Why is the amount of rain in Galetown different from storm to storm?          Chapter 3: Why did the most recent storm in Galetown have the greatest amount of rain?          Chapter 4: Students apply what they learn to a new question – How was the Carson Wilderness Education Center damaged?</p>
<p><b>Unit 7</b></p> <p><b>Earth’s Changing Climate</b></p>	<p>Chapter 1: Why is the ice on Earth’s surface melting?          Chapter 2: Why do temperatures on Earth increase when the amount of carbon dioxide or methane in the Earth system increases?          Chapter 3: What can be done to stop the carbon dioxide and methane in Earth’s atmosphere from increasing?          Chapter 4: Students apply what they learn to a new question – How is Earth’s climate affected in the five to ten years after a large volcanic eruption?</p>
<p><b>Engineering Design Unit:</b></p> <p><b>Metabolism Engineering Internship Unit</b></p>	<p>Research Phase          Design Phase          Proposal Phase          Application of Science Content</p>

<sup>1</sup> Adapted from guidance developed by Amplify.

**LDOE Formative Assessment Resources**

Created by Louisiana educators to support formative assessment in the classroom, the Department has released a library of discrete items and item sets correlated to the Louisiana Student Standards for Science. These items, along with LEAP 2025 Practice Test Items, may be used in conjunction with guidance from high-quality curriculum as opportunities for students to demonstrate what they have learned. LDOE Formative Assessment Resources can be found on the [K-12 Science Planning](#) webpage.

Unit	Discrete Items	Item Sets and Practice Test Items
<b>Unit 1</b>  <b>Metabolism</b>	Artificial Windpipe (7-LS1-3)	Dead Zone (7-LS1-7; 7-LS2-5)
<b>Unit 2</b>  <b>Phase Change</b>	Water Cycle (7-ESS2-4) Brass Experiment (7-PS1-4) Jeff’s Models (7-PS1-4) Temperature Increase (7-PS3-4)	
<b>Unit 3</b>  <b>Chemical Reactions</b>	Dandelions (7-LS1-6) White Chuck Glacier (7-ESS3-5) Two Solids (7-PS1-2) Hydrogen-iodide (7-PS1-2) Pesticides ((7-PS1-5)	
<b>Unit 4</b>  <b>Traits &amp; Reproduction</b>	Artificial Windpipe (7-LS1-3) Whiptails (7-LS3-2) Siblings (7-LS3-2) Cystic Fibrosis (7-LS3-2) Amoebas (7-LS3-2) Anoles (7-LS4-4) Feral Chickens (7-LS4-4) Shar Pei (7-LS4-5) Arctic Apples (7-LS4-5)	Coral (7-LS2-4; 7-LS4-4)



<p><b>Unit 5</b></p> <p><b>Ocean, Atmosphere, &amp; Climate</b></p>	<p>Rainfall in Washington (7-ESS2-5)</p>	
<p><b>Unit 6</b></p> <p><b>Weather Patterns</b></p>	<p>Water Cycle (7-ESS2-4)          Rainfall in Washington (7-ESS2-5)          Brass Experiment (7-PS1-4)          Jeff's Models (7-PS1-4)</p>	
<p><b>Unit 7</b></p> <p><b>Earth's Changing Climate</b></p>	<p>Dandelions (7-LS1-6)          Rainfall in Washington (7-ESS2-5)          White Chuck Glacier (7-ESS3-5)</p>	<p>Coral (7-LS2-4; 7-LS4-4)          Dead Zone (7-LS1-7; 7-LS2-5)</p>
<p><b>Engineering Design Unit:</b></p> <p><b>Metabolism Engineering Internship Unit</b></p>		<p>Dead Zone (7-LS1-7; 7-LS2-5)</p>