Girard School District

Curriculum Map and Pacing Guide

Gr. 7 Content Literacy-*Paired with Science Unit Matter & Energy 1*

Board Approved:	**August 2026**

Course Purpose:		This is a content-area literacy course, not a science curriculum. The district's three 7th grade science units — Matter & Energy 1, Matter & Energy 2, and Motion, Forces & Energy — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.
Literacy Routines:	**Claim-Evidence-Reasoning Frame (CER)**	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with conutnerclaims.
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.

Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Matter & Energy 1	***Cause/Effect & Compare/Contrast*** *This unit's content is built on distinguishing categories (physical vs. chemical properties, pure substances vs. mixtures, states of matter) and tracing cause-effect chains (temperature/energy changes causing changes of state or chemical reactions), so students learn both structures side by side as their year-opening reading and writing focus.*	*Short informational articles on physical vs. chemical changes using everyday examples (rusting, cooking, dissolving, burning)* *Diagram-and-caption texts on the particle model of matter (solids, liquids, gases).* *Short texts on conservation of mass (e.g., why a sealed reaction bag doesn't gain or lose mass).*	***therm-*** ***mole-(molecule)*** ***chem-*** ***phys-*** ***-ide/-ic***	*1. Annotate a compare/contrast text, highlighting signal words (unlike, in contrast, similarly, whereas).* *2. Build a cause/effect chain organizer tracing a phase change or chemical reaction from text.* *3. Determine central idea of a short informational article on conservation of mass and write a summary distinct from personal opinoin.* *4. Integrate a particle-model diagram with print text to explain state changes.* *5. Distinguish a claim supported by evidence (e.g., mass is conserved) from an unsupported claim in a short case study.*	***C-E-R Paragraph--Explanatory Paragragh:*** Is a given change (e.g., steel wool rusting, ice melting, a cold pack activating) physical or chemical? State a claim, cite at least two pieces of text/data evidence, and explain your reasoning using particle-model or conservation-of-mass concepts.	***Turn & Talk with sentence stems, buidling toward a Fishbowl discussion by the end of the unit.*** **Sentence Stems:** I agree/disagree with _____because the text show_____.; Can you say more about why_____?; That connects to _____from the text.	***Mystery Change Investigation:*** students observe a simple change (physical or chemical, teacher-selected for safety) and write up a classification and justification like a lab scientist, then share reasoning with a partner or small group.
Curriculum Resources & Materials	**Chromebook/Schoology access* ** leveled informational articles/texts on physical vs. chemical changes; short conservation of mass texts/case studies (i.e., sealed-bag reaction, rusting steel wool); short texts on conduction/convection/radiation and kinetic/potential energy; atomic model history texts; a periodic table; ionic/covalent/metallic bonding texts; endothermic/exothermic reaction texts; organic chemistry in everday materials text; nuclear energy risk/benefit texts*		**root-word lists: therm-, mole-, chem-, phys-, -ide/-ic* **Science Vocabulary Notebook* **Frayer Model*	**Particle-model diagrams (solid/liquid/gas)* **Compare/contrast signal word reference sheet* **Cause/effect chain organizer template* **Text Structure Signal Word Reference Sheet* **Annotation Poster*	**Science Writer's Notebook for quick writes* **C-E-R (Claim-Evidence-Reasoning) Template* **C-E-R (Claim-Evidence-Reasoning) frame and rubric*	**Accountable Science Talk Sentence Stems* **Sentence stem reference cards/posters* **Fishbowl protocol guide + discourse tracker sheet* **Socratic Seminar norms handout*	**Infographic tool (Canva, Google Slides) or basic video tool* **Rubric*

Pacing Guide			
Week(s)	**Key Concept/Topic**	**Activities/Lessons**	**Assessment/Check for Understanding**
1	Introduction to Matter. Launch yearlong routines: vocabulary notebook, writer's notebook, annotation basics.	Model Frayer Model with 2–3 unit words (matter, atom); daily 3-min quick-writes reacting to a phenomenon (sealed bag of vinegar/baking soda inflating without mass change); teach annotation marks and compare/contrast + cause/effect signal words.	Notebook check; annotated sample text.
2	Properties of Matter (Part 1). Reading strategies: chunking + classification signal words	Chunk a short text on physical vs. chemical properties; sort example properties (color, density, flammability, reactivity) into physical/chemical categories with a partner.	Chunked/annotated text; property-sort activity.
3	Properties of Matter (Part 2). Central idea & summarizing; vocabulary root families.	GIST summary practice on a short properties-of-matter article; root-word web-building stations (therm-, mole-, chem-, phys-).	GIST summary; vocabulary notebook check.
4	Physical and Chemical Changes (Part 1). Cause-effect chain organizer.	Read a short text on physical/chemical changes (rusting, cooking, dissolving, burning); build a cause-effect chain organizer in pairs; gallery walk to compare.	Completed cause-effect organizer.
5	Physical and Chemical Changes (Part 2). Diagram + text integration (RST; conservation of mass.	Pair a particle-model diagram with a conservation-of-mass text (e.g., the sealed-bag phenomenon); annotate how the diagram supports the text's claim.	Diagram-annotation worksheet.
6	Pure Substances and Mixtures (Part 1). Compare/contrast text structure; distinguishing supported vs. unsupported claims .	Read paired texts on pure substances vs. mixtures; claim-sort activity using a conservation-of-mass case study; build a comparison chart.	Claim-sort sheet; comparison chart.
7	Pure Substances and Mixtures (Part 2). Introduce C-E-R paragraph frame.	Model C-E-R using a pure-substance/mixture text; students draft a claim-evidence-reasoning paragraph classifying a substance.	Draft C-E-R paragraph.
8	States of Matter (Part 1). Particle-model diagrams; discourse: Turn & Talk with sentence stems.	Read a states-of-matter text paired with a particle-model diagram; partner Turn & Talk using stems to explain state changes.	Diagram-annotation worksheet; partner-talk check.
9	States of Matter (Part 2). Discourse: Fishbowl; revise C-E-R paragraph.	Model Fishbowl discussion on a states-of-matter/changes-of-state question; peer review and revise C-E-R paragraph using a sentence-stem checklist.	Discourse tracker sheet; peer-review checklist; revised paragraph.
10	Changes in State. Publish & present: 'Mystery Change' investigation.	Students observe a teacher-selected change (physical or chemical, safety-appropriate), classify it, and write up their justification like a lab scientist; share findings with a partner or small group.	Final C-E-R/investigation write-up; unit reflection quick-write.

Girard School District

Curriculum Map and Pacing Guide

Gr. 7 Content Literacy-*Paired with Science Unit Matter & Energy 2*

Board Approved:	**August 2026**

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's three 7th grade science units — Matter & Energy 1, Matter & Energy 2, and Motion, Forces & Energy — provide the topics; this course provides the reading, writing, and discourse instruction built around them. The goal is for students to get stronger at reading informational science text, writing in discipline-specific genres, and engaging in evidence-based academic discourse — while staying genuinely student-centered.	
Literacy Routines:	**Claim-Evidence-Reasoning Frame (CER)**	A sentence and paragraph frame used across every unit any time students answer a scientific question in writing: state a claim, cite specific evidence from text/data, and explain the reasoning that connects the evidence to the claim. Rigor increases across the year from single-source CER paragraphs to multi-source CER essays with conutnerclaims.
	Science Vocabulary Notebook	A running notebook using the Frayer Model (definition, characteristics, example, non-example) for domain vocabulary, plus a Greek/Latin root wall so students can decode unfamiliar science terms independently.
	Text-Based Discussion Protocols	A rotating menu of structured discourse routines (i.e., turn & talk with sentence stems, Fishbowl, Socratic Seminar, Four Corners, Structured Academic Controversy) introduced gradually so students build toward independent, evidence-based academic discourse.
	Science in the News	A weekly 10-15 minute routine where students read a short current informational text connected to the unit topic (teacher-curated sources like Science News for Students, Newsela, CommonLit, ReadWorks, or NASA/NOAA/CDC public materials) and respond with a quick-write or partner talk.
	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.

Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Matter & Energy 2	***Problem/Solution & Cause/Effect*** *As the year's longest and most content-dense unit, this pairs three literacy phases with the unit's natural content arc: energy transfer (cause/effect), atomic structure and bonding (classification and compare/contrast), and chemical/nuclear reactions (problem/solution and evidence-based argument) — building toward the year's most independent capstone writing and discourse.*	*Phase A (Energy Transfer, ~wks 11–18): short texts on conduction/convection/radiation and kinetic/potential energy using everyday phenomena (spoon in soup, roller coaster, friction)* *Phase B (Atomic Structure & Bonding, ~wks 19–25): texts on the history of the atomic model (Dalton → Thomson → Rutherford → Bohr), the periodic table as a visual/data text, and ionic/covalent/metallic* *Phase C (Reactions & Applications, ~wks 25–29): texts on endothermic/exothermic reactions, organic chemistry in everyday materials, and the risks/benefits of nuclear energy*	***therm-*** ***conduct-/convect-radiat-*** ***atom-/nucle-/-on (proton, neutron, electron)*** ***ion-/co-valent*** ***organ-(organic)*** ***fiss-/fus-(fission/fusion)***	*1. Build a cause-effect chain organizer for an energy transfer phenomenon.* *2. Trace the historical development of the atomic model using a sequence/timeline organizer.* *3. Read the periodic table as data text, integrating it with print explanations of element groups/periods.* *4. Build a 3-way comparison chart for ionic, covalent, and metallic bonding using text evidence.* *5. Identify problem/solution structure in a nuclear-energy or reaction-safety text and evaluate the propsed solution's evidence base.* *6. Synthesize evidence across 2-3 sources on the same phenomenon into a shared evidence organizer.*	***Phase A/B: C-E-R Paragraphs:*** Formative (Phases A–B): short C-E-R responses explaining energy transfer and bonding-type classification with evidence. **Phase C: Multi-source argumentative essay:** Should our community rely more on nuclear energy? Write an argumentative essay using evidence from at least three sources on chemical/nuclear reactions and energy applications, addressing at least one counterclaim.	***Fishbowl (Phase A):*** Four corners debate on bonding-type classification; ***Structured Academic Controversy(Phase B)***: ***Town Hall Role Play (Phase C)*** on energy policy **Sentence stems:** "The strongest evidence for my position is ___ because ___." / "A counterargument to consider is ___, but ___." / "As a ___ [stakeholder role], my concern is ___."	Students choose a real-world energy or materials application (e.g., battery technology, cooking chemistry, nuclear power, organic materials in packaging) to research and connect to the capstone essay; capstone concludes with a Town Hall style presentation to an authentic audience where possible (school newsletter, community night, or a panel of peers/staff).

Curriculum Resources & Materials	*Chromebook/Schoology access ; short texts on conduction/convection/radiation and kinetic/potential energy; atomic model history texts; a periodic table; ionic/covalent/metallic bonding texts; endothermic/exothermic reaction texts; organic chemistry in everday materials text; nuclear energy risk/benefit texts	*root-word lists: therm-/conduct-/convect-/ radiat-, atom-/nucle-/-on/ion-/covalent, ogran-, fiss-, fus- *Science Vocabulary Notebook *Frayer Model	*cause-effect chain graphic organizer * Timeline/sequence organizer for atomic-model history *3-way comparison chart template for bonding types *Problem solution organizer *Multi-source evidence synthesis organizer *Text Structure Signal Word Reference Sheet *Annotation Poster	*Source credibiilty checklist *Research note taking template *Counterclaim/rebuttal planning sheet *Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) rubric	*Accountable Science Talk Sentence Stems *Ex *Sentence stem reference cards/posters *Structured peer-review checklist * Fishbowl protocol guide *Structured Academic Controversy/Town Hall stakeholder role cards (i.e., utility representative, environmental scientist, resident, policymaker, etc.)	*Infographic tool (Canva, Google Slides) or basic video tool *presentation software *Rubric

Pacing Guide

Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
11-12	Introduction to Energy. Cause-effect chains for energy-transfer phenomena.	Read a short text on a heat-transfer phenomenon (e.g., a metal vs. plastic spoon in hot soup); build a cause-effect chain organizer; vocabulary root focus (therm-).	Cause-effect organizer; vocabulary check.
13-14	Temperature. Compare/contrast: temperature vs. heat.	Read paired short texts distinguishing temperature from heat/thermal energy; GIST summary practice; build a comparison chart.	GIST summary; comparison chart.
15-16	Thermal Energy and Heat. Cause/effect: conduction, convection, radiation.	Read a text on the three heat-transfer methods paired with a diagram; annotate connections between diagram and text.	Diagram-annotation worksheet.
17-18	Effects of Energy Transfer. Synthesize evidence on kinetic/potential energy and phase change; draft explanatory C-E-R paragraph (Phase A wrap-up).	Jigsaw: small groups read different energy-transfer scenarios (roller coaster, cold pack, sliding box); regroup to build a shared evidence organizer; draft a C-E-R paragraph on how energy is transferred within a system.	Evidence organizer; C-E-R draft.
19-20	The Atom. Sequence/timeline: history of the atomic model.	Read a short history-of-science text (Dalton → Thomson → Rutherford → Bohr); build a timeline organizer; vocabulary root focus (atom-, nucle-, -on).	Timeline organizer with annotations; vocabulary quiz.
21-22	The Periodic Table. Reading data/visual text; classification vocabulary.	Read the periodic table as a data text alongside a short explanatory passage on groups/periods/valence electrons; annotate connections.	Data-annotation worksheet.
23-24	Electrons and Chemical Bonding. Cause/effect; diagram + text integration.	Pair an electron-configuration/bonding diagram with a short text; annotate cause-effect relationships (electron transfer/sharing → bond type); begin prep for Four Corners debate.	Diagram-annotation worksheet.
24-25	Ionic, Covalent, and Metallic Bonding. 3-way comparison chart; discourse: Four Corners debate (Phase B wrap-up).	Read paired texts on the three bonding types; build a 3-way comparison chart; Four Corners debate classifying example compounds by bonding type with evidence.	Comparison chart; debate participation.
25-26	Chemical Reactions. Cause/effect + evidence; launch capstone research.	Read a text on endothermic/exothermic reactions; draft a C-E-R paragraph classifying a reaction; mini-lesson on source credibility and begin gathering sources for the capstone energy-policy essay.	C-E-R draft; research notes/source log started.
26-27	Organic Chemistry. Descriptive/classification text; continue capstone research.	Read a short text on organic/carbon-based molecules in everyday materials; continue gathering and evaluating capstone sources (3+ total).	Research notes/source log (checked for credibility).
28-29	Nuclear Reactions. Problem/solution; draft, discuss, and publish capstone.	Read texts on nuclear energy risks/benefits; draft the capstone argumentative essay ("Should our community rely more on nuclear energy?"); Structured Academic Controversy / Town Hall role-play; peer review, revise, and present to an authentic audience where possible.	Capstone essay rubric; Town Hall participation rubric; presentation rubric.

Girard School District

Curriculum Map and Pacing Guide

Gr. 7 Content Literacy-*Paired with Science Unit Motion, Forces & Energy*

Board Approved:	**August 2026**

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	Reading Strategies Toolkit	Explicit, gradually-released instruction in annotation, text chunking, GIST summarizing, and identifying text-structure signal words (i.e., because, as a result, in contrast, first, next, finally, etc.) so students can independently navigate informational science text.
	Science Writer's Notebook	A daily low-stakes quick-write space (3-5 minutes) for predicting, reacting to phenomena, summarizing, or reflecting; keeps writing volume high and lowers the stakes before formal writing tasks.

Unit	Text Structure Focus	Suggested Informational Text Sets	Vocabulary Focus	Reading Skills in Focus	Writing Task	Discourse (Speaking & Listening)	Student-Centered Engagement
Motion, Forces & Energy	***Cause/Effect & Descriptive/Process*** *This closing unit is dense with cause-effect relationships (unbalanced forces causing changes in motion, friction causing energy transformation) and process/descriptive text (how a simple machine changes force or motion), making it a natural place to have students apply — more independently than ever — the reading and writing structures built across the year, culminating in a design-and-explain capstone.*	*Short informational texts on Newton's laws using everyday phenomena (a kicked soccer ball, a roller coaster, a skydiver reaching terminal* *Diagram-and-caption texts on force diagrams, gravitational/electromagnetic interactions (e.g., a magnet pulling paper clips).* *Process/descriptive texts on simple machines and mechanical advantage (levers, pulleys, inclined planes, wheel and axle).*	***veloc-(velocity)*** ***acceler-*** ***grav-(gravity)*** ***fric-(friction)*** ***mechan-(mechanical advantage, mechanism)***	*1. Build a cause-effect chain organizer tracing how an unbalanced force changes an object's motion (net force → acceleration)* *2. Integrate a speed/distance/time graph or force diagram with print text.* *3. Annotate a process text on a simple machine, numbering each step/component and its function.* *4. Build a comparison chart classifying the six simple machines by how each changes force or motion.* *5. Distinguish a claim supported by data (e.g., a machine's measured mechanical advantage) from an unsupported claim.*	***C-E-R Paragraph--Design and Explain Report:*** Formative: Why did an object's motion change? State a claim about the force(s) involved, cite evidence (data or diagram), and explain your reasoning using Newton's laws. ***Capstone:*** Design a simple machine or friction-reducing solution to a real problem (e.g., lifting a load, reducing wear on a part). Write an explanatory report describing the problem, your design, and how it changes the force or motion involved, using evidence from your testing data.	***Turn & Talk*** with sentence stems (The text says ___, which means_____.; First_____happens, which causes_____.; I noticed _____ in the diagram that The data shows_____, which tell us the force was_____. I designed my maching to _____ because _____. A trade off in my design is _____, but I chose it because _____. ***Fishbowl*** review of force-and-motion reasoning, culminating ina year end "Science Expo" presentation where student explain and defend their machine design to visiting peers, staff, or familes.	"Design-a-Machine" challenge: students build or model a simple machine that solves a real problem of their choosing, collect simple test data (e.g., force needed with/without the machine), and present their design and reasoning at a culminating Science Expo — a hands-on, authentic-audience close to the year's literacy work.

Curriculum Resources & Materials	*Short texts on Newton's laws using everyday phenomena (kicked soccer ball, roller coaster, skydiver); Force-diagram texts; gravitational/electromagnetic interaction texts (e.g., magnet and paper clips); Process/descriptive texts on simple machines and mechanical advantage	*root-word lists: veloc-, acceler-, grav-, fric-, mechan- *Science Vocabulary Notebook *Frayer Model	*cause-effect chain organizer template *speed/distance/time graph reading practice sheet * simple machines comparison chart template *Text Structure Signal Word Reference Sheet *Annotation Poster * GIST template * GIST Cue Cards *GIST to Summary Log	*Design and explain capstone report template *Evidence-highlighting checklist *Testing data recording sheet for the machine-design capstone *Science Writer's Notebook for quick writes *C-E-R (Claim-Evidence-Reasoning) Template *C-E-R (Claim-Evidence-Reasoning) rubric	*Accountable Science Talk Sentence Stems * *Sentence stem reference cards/posters * Fishbowl sentence stem cards	*Simple machine building materials (i.e., cardboard, string, spools, rulers, washers/weights, for test loads); science expo display materials or digital platform

Pacing Guide

Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
30	Motion and Speed. Reading data/descriptive text; review reading-strategies toolkit.	Read a short text on motion and speed paired with a speed/distance/time data table; annotate using signal words and data-reading strategies.	Annotated text; data-table reading check.
31	Acceleration. Cause-effect chain organizer; vocabulary roots.	Read a short text on acceleration (e.g., a skydiver reaching terminal velocity); build a cause-effect chain organizer (net force → acceleration); vocabulary root focus (acceler-, veloc-).	Cause-effect organizer; vocabulary quiz.
32	Forces. Diagram + text integration; introduce C-E-R for force-and-motion reasoning.	Pair a force diagram with a short text; annotate connections ; students draft a C-E-R paragraph answering 'What caused this object's motion to change?'	Diagram-annotation worksheet; C-E-R draft.
33	Gravity and Motion. Compare/contrast: gravitational vs. electromagnetic interactions; discourse review.	Read paired texts on gravity and magnetism (e.g., a magnet pulling paper clips); build a comparison chart; Turn & Talk / Fishbowl review discussion.	Comparison chart; discourse tracker sheet.
34	Work, Energy, and Power. Data integration; launch capstone design challenge.	Read a process text on work, energy, and power relationships paired with data; launch the 'Design-a-Machine' capstone by having students identify a real problem to solve.	Data-annotation worksheet; capstone problem statement.
35	Machines. Process/descriptive text; build and test; draft capstone report.	Read texts on simple machines and mechanical advantage; students build/model their chosen machine, collect simple test data, and draft their design-and-explain capstone report.	Capstone draft; testing-data recording sheet.
36	Final Assessment; Course Reflections. Publish & present at Science Expo; year-end portfolio.	Peer review and finalize capstone reports; present designs and reasoning at a culminating Science Expo; compile the year-end literacy portfolio with one piece from each of the three units.	Science Expo presentation rubric; final capstone report rubric; completed year-end portfolio.