



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Science Unit Environmental 1

Board Approved:

August 2026

Course Purpose:		This is a content-area literacy course, not a science curriculum. The district's four 8th grade science units — Environmental 1, Cells & Heredity, Biodiversity & Classification, and Environmental 2 — 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.					
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 counterclaims.					
	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
Environmental 1	Sequence; Process & Description Content is procedural and descriptive (how a cell obtains matter and energy, how systems maintain stability), so students learn to track multi-step processes and label/describe structures.	Short informational articles on cell structure & function Diagram-and-caption texts (cell diagrams, photosynthesis/respiration process diagrams) for visual + print literacy "How Things Work" style explainer texts on an organ system of student choice	bio-, -cyte, photo-, chloro-, -osis, homeo-	1. Annotate a process text, numbering each step and circling signal words (first, then, as a result, in order to) 2. Use a graphic organizer (flow map) to sequence a multistep biological process from text 3. Determine the central idea of a short informational article and write a one-sentence summary distinct from personal opinion. 4. Integrate a diagram/labeled image with the print text to explain a structure's function.	Explanatory Process Essay: Choose a cell process (i.e., photosynthesis, cellular respiration, homeostasis). Write an explanatory piece that walks a reader through the process step-by-step, using at least two pieces of evidence from text/diagrams and correct domain vocabulary.	Turn & Talk with sentence stems (The text says __, which means ____.; First ____ happens, which causes ____.; I noticed ____ in the diagram that shows ____.).	Student choice of organism/system to research; students design an infographic or short explainer video teaching a process to a younger audience.
Curriculum Resources & Materials	*levelled informational articles on cell structure/function (Science News for Students, CommonLit, ReadWorks)		*root-word lists: bio-, -cyte, photo-, chloro-, -osis, homeo- *Science Vocabulary Notebook *Frayer Model	*labeled diagrams: cell organelles, photosynthesis/cellular respiration process diagrams *How Things Work style explainer texts *Flow-map graphic organizer template *Text Structure Signal Word Reference Sheet *Annotation Poster *GIST Cue Cards *GIST to Summary Log	*Explanatory paragraph/essay frame handout *Evidence-highlighting checklist *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 *Explain it to a 5th grader prompt cards *Sentence stem reference cards/posters	*Infographic tool (Canva, Google Slides) or basic video tool

Pacing Guide			
Week(s)	Key Concept/Topic	Activities/Lessons	Assessment/Check for Understanding
1	Launch routines: Science Vocabulary Notebook (Frayer Model) and Science Writer's Notebook; establish annotation norms.	Model Frayer Model with 2-3 unit words (cell, organism); daily 3-minute quick writes reacting to a cell/organism image; teach basic annotation marks (circle unknown words, underline claims, start surprising facts).	Notebook check; annotated sample paragraph turned in.
2	Reading Strategies Toolkit: text chunking + signal words for sequence/process text.	Chunk a short 'how photosynthesis works' article into numbered steps; highlight signal words (first, then, as a result); partner compares chunking choices.	Chunked/annotated article with signal words highlighted.
3	Sequence/process text structure; flow-map graphic organizer	Read a process text on cellular respiration or digestion; build a flow-map organizer in pairs; gallery walk to compare flow maps.	Completed flow-map organizer; peer feedback sticky notes.
4	Central idea & summarizing; GIST summary strategy	Read a short informational article on an organ system; practice GIST (20-word summary) individually, then in pairs; distinguish summary from opinion.	GIST summary exit ticket
5	Integrating diagrams/visuals with print text	Pair a labeled diagram (e.g., cell organelles) with a short text; students annotate how each label connects to text evidence; diagram detective station rotation.	Diagram-annotation worksheet; quick oral check with a partner.
6	Vocabulary deep-dive: bio-, -cyte, photo-, chloro-, -osis, homeo- root families	Root word web-building activity; students generate/predict meanings of unfamiliar science words using roots; vocabulary Frayer additions.	Root-word quiz; Frayer Model notebook check.
7	Explanatory writing: introduce explanatory process paragraph frame	Model writing an explanatory paragraph on a process using text + diagram evidence; students choose their own cell process and draft.	Draft paragraph with evidence highlighted (2 pieces minimum)
8	Revise & extend paragraph into short explanatory essay; discourse: turn & talk with sentence stems + 'Explain it to a 5th grader'	Peer review using sentence-stem checklist; students verbally explain their process to a partner using stems (e.g., The text says ____, which means, ____; revise writing based on feedback.	Peer-review checklist; revised essay draft.
9	Publish & present: infographic or short explainer video	Students finalize infographic/video teaching their chosen process to a younger audience; class gallery walk or video showcase.	Final explanatory essay + infographic/video rubric; unit reflection quick-write.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Science Unit Environmental 2

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's four 8th grade science units — Environmental 1, Cells & Heredity, Biodiversity & Classification, and Environmental 2 — 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.						
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 conunterclaims.					
	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
Environmental 2	Problem/Solution & Cause/Effect	Current events articles on human impact on ecosystems (deforestation, invasive species, renewable resources, conservation successes)	eco-	1. Identify a problem/solution structure in an environmental text and evaluate the proposed solution's evidence base.	Research & Persuasive Writing: Research a local or global environmental issue tied to ecosystem health or resource use. Write a persuasive piece (i.e., letter to a legislator, PSA script, etc.) proposing a solution, supported by evidence from at least three sources and addressing a counterargument.	Turn & Talk with sentence stems (The text says __, which means____.; First____happens, which causes____.; I noticed _____in the diagram that shows _____.).	Students choose their issue, audience, and format (op-ed, letter, PSA video/script, infographic) and present to an authentic audience where possible (school newsletter, local paper, student council, community members, etc.)
	Human-impact content is naturally problem/solution in structure.	Local/regional environmental data (charts, graphs) paired with print text for quantitative-text integration Op-ed/persuasive model texts to study argument structure and rhetorical moves	-cide sustain- conserv-	2. Read and interpret a data chart/graph alongside text to support or challenge a claim. 3. Conduct short research across multiple sources to build background on a self-selected environmental issue.			
Curriculum Resources & Materials	*current event articles on human impact on ecosystems (Newela, CommonLit)	*root-word lists: eco-, -cide, sustain-, conserv- *Science Vocabulary Notebook *Frayer Model	*local/regional environmental data charts or graphs *Model op-ed/persuasive texts (for studying rhetorical structure) *problem/solution graphic organizer *Data-annotation worksheet template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Source credibility checklist *Research note taking template *Op-ed/letter/PSA-script outline templates *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 *Explain it to a 5th grader prompt cards *Sentence stem reference cards/posters *Structured peer-review checklist	*Infographic tool (Canva, Google Slides) or basic video tool *Rubric	
Pacing Guide							
Week(s)	Key Concept/Topic			Activities/Lessons		Assessment/Check for Understanding	
1	Establish ecosystems as systems of interacting organisms			Use organism cards to construct a food web and identify roles; sort scenarios for predation, competition, mutualism; remove/add a species and track predicted effects.		Exit ticket; predict ripple effects and justify with evidence; quiz	
2	Vocabulary: eco-, -cide, sustain-, conserv- root families			Root word sort connected to environmental issues; build a class 'eco-vocabulary wall'.		Vocabulary notebook check.	

3	Problem/solution text structure	Read a short current-events article on an environmental issue; identify problem, proposed solution(s), and evidence for each; problem/solution graphic organizer.	Problem/solution organizer.
4	Integrating data (charts/graphs) with text	Read a short text paired with a local/regional environmental data chart; annotate how the data supports or challenges the text's claims.	Data-annotation worksheet.
5	Short research process	Students select an environmental issue; mini-lesson on evaluating source credibility; begin gathering sources and taking notes.	Research notes/source log.
6	Studying argument structure in model op-eds/persuasive texts	Close read a model op-ed; annotate rhetorical moves (hook, claim, evidence, counterargument, call to action); students outline their own piece.	Annotated model text; outline
7	Draft persuasive piece (op-ed/letter/PSA script)	Writing workshop; students draft using outline and research notes; mini-conferences with teacher on evidence use and counterargument.	Draft (claim, evidence from 3+ sources, counterargument)
8	Peer review & revision; prep for discourse event	Structured peer review using rubric; students prepare to present	Peer-review feedback form; presentation notes
9	Peer review & revision; prep for discourse event	Structured peer review using rubric; students prepare to present	Peer-review feedback form; presentation notes



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Science Unit Cells & Heredity

Board Approved:

August 2026

Course Purpose:	This is a content-area literacy course, not a science curriculum. The district's four 8th grade science units — Environmental 1, Cells & Heredity, Biodiversity & Classification, and Environmental 2 — 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.						
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 counterclaims.					
	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
Cells & Heredity	Cause/Effect & Compare/Contrast	Short case-study texts on inherited traits and genetic conditions (e.g., colorblindness, albinism) from leveled science-literacy sources.	gen-/genetic	1. Identify and label cause-effect chains in a genetics text using a chain-of-events organizer.	C-E-R Paragraph--Short Argumentative Response: Using a case study text and pedigree chart, argue whether a given trait is most likely inherited, caused by a mutation, or influenced by environment. State a claim, cite at least two pieces of textual/visual evidence, and explain your reasoning.	Fishbowl discussion introducing academic discourse norms; intro-level Socratic Seminar on the ethics of genetic testing or selective breeding. Sentence Stems: I agree/disagree with _____ because the text show _____; Can you say more about why _____? That connects to _____ from the text.	Home-connection interview: students interview a family member about a family trait (with sensitivity/privacy guidance), then blend personal narrative with informational writing to explain the biology behind it.
	Genetics content is build on cause-effect chains (mutation-protein change-trait change) and comparison (siblings, inherited vs acquired traits), so this is where student formalize those structures in reading and writing.	Pedigree-chart texts paired with print explanation Paired texts: one on selective breeding, one on a genetic mutation (for compare/contrast practice)	-ology hetero-/homo- muta-	2. Compare/contrast two texts on the same topic (e.g., two explanations of a genetic condition) noting differences in emphasis or evidence. 3. Distinguish a claim supported by genetic evidence from an unsupported claim in a short case study.			
Curriculum Resources & Materials	*short case-study texts on inherited traits/genetic conditions *Paired texts on selective breeding vs genetic mutation *Pedigree chart texts paired with explanatory print texts		*root-word lists: gen-/genetic, -ology, hetero-/homo-, muta- *Science Vocabulary Notebook *Frayer Model	*Cause-effect chain organizer template *Comparison chart template *Text Structure Signal Word Reference Sheet *Annotation Poster	*Claim-sort activity sheet (supported vs unsupported claims) *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 *Explain it to a 5th grader prompt cards *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	Establish the genetic information pathway and introduce inheritance patterns as evidence.	Trait survey/photo set to notice patterns and generate questions; build/interpret a simple DNA model; genes located on chromosomes; simple trait scenarios.	Exit ticket; note-taking; label and explain; match terms to description.
2	Reading cause-effect chains in genetics text.	Read a short case-study on a genetic trait/condition; build a cause-effect chain organizer (mutation-protein change-trait); think-aloud modeling first.	Cause-effect chain organizer.
3	Vocabulary: gen-/genetic, -ology, hetero-/homo-, muta- root families.	Root-word sort and word-part puzzle stations; students build new words from roots and predict meanings.	Root-word matching quiz.

4	Visual + print integration pedigree charts.	Read a pedigree chart alongside a short explanatory text; annotate how the chart supports/extends the text; partner quiz-trade on a pedigree interpretation.	Pedigree annotation worksheet.
5	Compare-contrast paired texts.	Read two short texts on the same topic (e.g., two explanations of a genetic condition, or selective breeding vs. mutation); Venn Diagram or comparison chart.	Comparison chart with 3+ points of differences/similarity.
6	Distinguishing supported vs unsupported claims.	Claim-sort activity; students sort statements from a case study into 'evidence-supported vs not-supported; discuss as a class.	Claim-sort activity sheet.
7	Introduce C-E-R paragraph frame; draft short argumentative response.	Model C-E-R using a pedigree + case study text; students draft; is a trait most likely inherited, mutation-caused, or environmental?	C-E-R draft paragraph (claim, evidence, reasoning).
8	Discourse: Fishbowl introducing academic discourse norms.	Fishbowl model discussion on a genetics case study; outer circle tracks stems used; students practice inner-circle roles in small groups.	Discourse tracker sheet; self-reflection on participation.
9	Socratic Seminar on ethics of genetic testing/selective breeding;	Full Socratic Seminar using seminar norms;	Seminar participation rubric; revised C-E-R response.



Girard School District

CURRICULUM MAP AND PACING GUIDE

Gr. 8 Content Literacy-Paired with Science Unit Biodiversity & Classification

Board Approved:

August 2026

Course Purpose:		This is a content-area literacy course, not a science curriculum. The district's four 8th grade science units — Environmental 1, Cells & Heredity, Biodiversity & Classification, and Environmental 2 — 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.					
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	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
Biodiversity & Classification	Compare/Contrast & Chronological Sequence & Argument	Multiple short texts presenting different lines of evidence for evolution (fossil record, embryology, anatomy, selective breeding) for a text-set/synthesis task	-logy taxo- evolut- select-embryo-	1. Identify a problem/solution structure in an environmental text and evaluate the proposed solution's evidence base.	Research & Persuasive Writing: Research a local or global environmental issue tied to ecosystem health or resource use. Write a persuasive piece (i.e., letter to a legislator, PSA script, etc.) proposing a solution, supported by evidence from at least three sources and addressing a counterargument.	Turn & Talk with sentence stems (The text says __, which means ____.; First ____ happens, which causes ____.; I noticed ____ in the diagram that shows ____.).	Students choose their issue, audience, and format (op-ed, letter, PSA video/script, infographic) and present to an authentic audience where possible (school newsletter, local paper, student council, community members, etc.)
	Evolution content is evidence-heavy (fossil record, embryology, anatomy) and argumentative by nature, making this the unit where students take on full argumentative reading and writing with multiple sources.	Timeline-style texts on fossil evidence (chronological structure) Paired texts on natural selection vs. artificial selection for compare/contrast and debate prep		2. Read and interpret a data chart/graph alongside text to support or challenge a claim. 3. Conduct short research across multiple sources to build background on a self-selected environmental issue.			
Curriculum Resources & Materials	*multiple short evidence texts: fossil record, embryological evidence, anatomical/selective breeding evidence *Timeline style texts on fossil evidence *Paired texts: natural selection vs artificial selection		*root-word lists: -logy, taxo-, evolut-, select-, embryo- *Science Vocabulary Notebook *Frayer Model	*Evidence-syntheiss organizer template *Timeline/chronological organizer *Evidence ranking worksheet (strong vs weak evidence) *Text Structure Signal Word Reference Sheet *Annotation Poster	*Multi-source argumentative essay outline/frame *Source log/works-cited template *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 *Explain it to a 5th grader prompt cards *Sentence stem reference cards/posters *Structured Academic Controversy protocol cards/debate station material *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	Build foundational understanding of biodiversity & classification.	Quick phenomenon: images of diverse organisms; students sort by their own rules; use a key to identify unknown organisms; model an ecosystem and identify roles/species present.	Exit ticket; quick write on how biodiversity affects stability.
2	Vocabulary: -ology, taxo-, evolu-, select-, embryo-root families.	Root word web building; students classify new science vocabulary by root family; connect to classification theme.	Vocabulary notebook checks.
3	Chronological/timeline text structure (fossil evidence).	Read a timeline-style text on fossil evidence; sequence events on a class timeline; explain how sequence supports a scientific claim.	Timeline organizer with explanation sentence.
4	Synthesizing evidence across multiple short texts.	Jigsaw; small groups each read one evidence text (fossil, embryological, anatomical); regroup to synthesize into a shared evidence organizer.	Synthesis evidence organizer (group + individual notes).
5	Evaluating strength of evidence in argument texts.	Read a short argument text; rank pieces of evidence from strongest to weakest with justification; partner debate on rankings.	Evidence-ranking worksheet with justifications.
6	Compare-contrast natural vs. artificial selection texts; prep for debate.	Paired texts comparison chart; students choose a position and gather evidence for Structured Academic Controversy.	Comparison chart; evidence gathering organizer for debate.
7	Draft multi-source argumentative essay.	Mini-lesson on argument essay structure (claim, evidence from 3 sources, counterclaim); students draft body paragraphs using synthesis organizer from week 4.	Argumentative essay draft.
8	Discourse: Structured Academic Controversy/Debate Stations (natural vs artificial selection).	Small-group debate stations; students argue assigned position, then switch to argue the opposite, building counterclaim awareness for essay.	Debate participation rubric; counterclaim notes for essay.
9	Socratic Seminar on biodiversity and humans question; publish classification key/field guide project.	Full Socratic Seminar; students finalize and present a classification key/field guide for local (or class-created) organisms, defending classification choices with evidence.	Seminar rubric; final argumentative essay; field guide/classification key presentation rubric.