# Yeti Academy Curriculum Map

| Sports Med - Grades 6-9 | | | | | | |
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| From cells to systems, this life science enrichment course introduces essential science concepts with a sports-centered flair. | | | | | | |
| Lesson | ISTE | NGSS Standard | NGSS Core Ideas | Science & Engineering Practices | Crosscutting Concepts | TEKS Standards |
| **1.1** | 1.3a, 1.4c | This lesson provides preliminary information and vocabulary relating to MS-LS1-1 (Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.) which will be covered in the following concept segment. | LS1.A: Structure and Function: All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). Distinguishing between living and nonliving things. | Developing and Using Models; Planning and Carrying Out Investigations; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information. | Cause and Effect; Scale, Proportion, and Quantity; Structure and Function | Gr 6: 12A Gr 7: 1B, 2A, 2B, 2D, 2E |
| **2.1** | 1.3a-d, 1.6a-d | This lesson provides preliminary information and vocabulary relating to MS-LS1-1 (Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.) | LS1.A All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). | Developing and Using Models | Scale, Proportion, Quantity; Structure and Function | Gr 6: 12A |

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| **2.2** | 1.3a-c,<br>1.6a-b,<br>1.6d,<br>1.7b-c | MS-LS1-1: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.<br>MS-LS1-2: Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.<br>MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | LS1.A: Structure and Function Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.<br>LS1.A: Structure and Function In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Developing and using models;<br>Planning and Carrying Out Investigations;<br>Engaging in Argument from Evidence | Scale, Proportion, and Quantity;<br>Systems and System Models;<br>Structure and Function | Gr 6: 12A, 12B Gr 7: 1A, 1B, 3B, 12D, 12E, 12F |
| **2.3** | 1.3d,<br>1.4a,<br>1.5c,<br>1.6c,<br>1.7c | MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function. | S1.A: Structure and Function: Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell | Developing and Using Models;<br>Planning and Carrying Out Investigations;<br>Engaging in Argument from Evidence | Cause and Effect;<br>Scale, Proportion, and Quantity;<br>Systems and System Models;<br>Structure and Function | Gr 7: 1B, 3B |

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| **2.4** | 1.3d, 1.5c, 1.6b, 1.7c | MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function. | LS1.A: Structure and Function: Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. | Developing and Using Models; Obtaining, Evaluating, and Communicating Information | Systems and System Models; Structure and Function | Gr 6: 12B Gr 7: 3B, 12C, 12D |
| **3.1** | 1.5a, 1.6c | MS-LS3-2: Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation | LS1.B: Growth and Development of Organisms -Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. | Developing and Using Models; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Systems and System Models; Structure and Function | Gr 7: 14A, 14B, 14C |
| **3.2** | 1.3a, 1.3d, 1.4a, 1.4c, 1.5b, 1.6b, 1.7c | MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation | CI: LS3.A: Inheritance of Traits - Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. | Developing and Using Models | Cause and Effect; Structure and Function | None |
| **3.3** | 1.3d, | MS-LS3-2 Develop and | CI: LS3.B: Variation | Developing and Using | Cause and Effect; | None |

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| | 1.4a, 1.5a-b, 1.6c | use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. | of Traits - In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. | Models; Engaging in Argument from Evidence | Structure and Function | |
| **3.4** | 1.1d, 1.2b-c, 1.3a-d, 1.4c-d, 1.5b, 1.6a-d, 1.7a-d | MS-LS4-5 Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms. | In *artificial* selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed onto offspring. | Developing and Using Models; Constructing Explanations and Designing Solutions; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Structure and Function | None |
| **4.1** | 1.3a-d, 1.4a-b, 1.5b, 1.6a-d, | MS-LS3-1: Develop and use a model to describe why structural changes to | CI: LS3.A: Inheritance of Traits - Genes are located in the chromosomes | Constructing Explanations and Designing Solutions; Engaging in | Cause and Effect; Structure and Function | Gr 7 - 14C |

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| | 1.7b-c | genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism | of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. | Argument from Evidence | | |
| **4.2** | 1.1c, 1.3a, 1.3c-d, 1.5c, 1.6b-c, 1.7c | Background Information related to MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. | Background information related to LS3.B: Variation of Traits - In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. | Developing and Using Models; Constructing Explanations and Designing Solutions | Cause and Effect; Structure and Function | Gr 7 - 14C |

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| | | | Some changes are beneficial, others harmful, and some neutral to the organism. | | | |
| **4.3** | 1.3a-d, 1.6c | MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. | LS3.A: Inheritance of Traits: Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. LS3.B: Variation of Traits: In addition to variations that arise from sexual reproduction, genetic information | Developing and Using Models; Engaging in Argument from Evidence | Cause and Effect; Structure and Function | Gr 7 - 11, 14C |

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| | | | can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. | | | |
| **5.1** | 1.1b, 1.1d, 1.2c, 1.3a-d, 1.6a-d, 1.7b-d | MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. | LS1.C: Organization for Matter and Energy Flow in Organisms - Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. | Analyzing and Interpreting Data; Engaging in Argument from Evidence | Cause and Effect; Energy and Matter; Stability and Change | Gr 7 - 5A |
| **5.2** | 1.3b-c, | MS-LS1-7: Develop a | LS1.C: Organization | Developing and Using | Cause and Effect; | Gr 7: 5B (minus |

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| | 1.4c, 1.6b-c | model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. | for Matter and Energy Flow in Organisms - Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. | Models; Analyzing and Interpreting Data; Engaging in Argument from Evidence | Energy and Matter; Stability and Change | food chains and energy pyramids) |
| **6.1** | 1.3a-d, 1.6b-c, 1.7c | MS-LS1-3: Use arguments supported by evidence for how | LS1.A: Structure and Function: In multicellular | Developing and Using Models; Engaging in | Cause and Effect; Scale, Proportion, and Quantity; | Gr 6 - 12A Gr 7 - 12C |

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| | | the body is a system of interacting subsystems composed of groups of cells. | organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Argument from Evidence; Obtaining, Evaluating, and Communicating Information | Systems and System Models; Structure and Function | |
| **6.2** | 1.1c, 1.3c-d, 1.6a-d | MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | LS1.A: Structure and Function - In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Planning and Carrying Out Investigations; Engaging in Argument From Evidence; Obtaining, Evaluating, and Communicating Information | Scale, Proportion, and Quantity; Systems and System Models; Structure and Function | Gr 6 - 12A Gr 7 - 12C |
| **6.3** | 1.2c, 1.3a-d, 1.5b, 1.6a-d, 1.7b-c | MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | LS1.A: Structure and Function - In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are | Developing and Using Models; Planning and Carrying Out Investigations; Obtaining, Evaluating, and Communicating | Cause and Effect; Systems and System Models; Structure and Function | Gr 7: 2A, 2D, 12B |

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| | | | groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Information | | |
| **6.4** | 1.3a-b, 1.3d, 1.5b, 1.6b, 1.7c-d | MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | LS1.A: Structure and Function - In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Developing and Using Models; Planning and Carrying Out Investigations; Engaging in Argument from Evidence | Cause and Effect; Systems and System Models; Structure and Function | Gr 7 - 2D, 3B, 12B, 13B (minus plants) |
| **7.1** | 1.2c, 1.3a-d, 1.6a-d | MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | LS1.A: Structure and Function - In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for | Planning and Carrying Out Investigations; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Scale, Proportion, and Quantity; Structure and Function | Gr 7: 2D, 3B, 6A, 12C |

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| | | | particular body functions. | | | |
| **7.2** | 1.2c, 1.3a-d, 1.5b, 1.6b, 1.6d, 1.7a-d | Nutrition information related to MS-LS1-3 Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | LS1.A: Structure and Function - In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Planning and Carrying Out Investigations; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Scale, Proportion, and Quantity; Structure and Function | Gr 7: 2D |
| **8.1** | 1.3a-d, 1.5b, 1.6a-d, 1.7c | MS-LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (specifically the skeletal system). | LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Planning and Carrying Out Investigations; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; Structure and Function | Gr 7: 2B, 2D, 2E, 12B (specifically the skeletal system) |

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| Lesson | ISTE | NGSS Standard | NGSS Core Ideas | Science & Engineering Practices | Crosscutting Concepts | TEKS Standards |
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| **8.2** | 1.3a-c, 1.4a-d, 1.5a-b, 1.6c, 1.7b-d | MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Developing and Using Models; Planning and Carrying Out Investigations; Engaging in Argument from Evidence | Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; Structure and Function | Gr 7: 2D, 12B (Specifically skeletal system) |
| **9.1** | 1.1a, 1.1c-d, 1.2c, 1.3a-d, 1.4a-b, 1.4d, 1.5a-c, 1.6a-d, 1.7a-d | MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (specifically the muscular system). | LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Planning and Carrying Out Investigations; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Structure and Function | Gr 7 - 2D, 2E, 12B (specifically the muscular system) |
| **10.1** | 1.3a, | MS-LS1-3: Use | LS1.A: Structure and | Planning and | Cause and Effect; | Gr 7: 2B, 2D, 2E, |

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| | 1.3d, 1.5b, 1.6b | arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (specifically the cardiovascular system). | Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Carrying Out Investigations; Engaging in Argument from Evidence | Scale, Proportion, and Quantity; Systems and System Models; Structure and Function | 12B (specifically the cardiovascular system) |
| **10.2** | 1.3a, 1.3d, 1.6c | MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (Specifically respiratory system). | LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Developing and Using Models; Planning and Carrying Out Investigations | Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; Structure and Function | Gr 7: 1B, 2B, 3A, 3B, 3C, 12B (Specifically respiratory system) |
| **11.1** | 1.3a, 1.3c-d, 1.5b, 1.6b-c | MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for | LS1.D: Information Processing: Each sense receptor responds to different inputs (electromagnetic, | Developing and Using Models; Planning and Carrying Out Investigations | Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; Structure and | Gr 7: 2D, 2E, 3A, 12B (Specifically nervous system) |

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| | | immediate behavior or storage as memories. | mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. | | Function | |
| **11.2** | 1.1d, 1.2c, 1.3a-d, 1.4d, 1.6-d, 1.7a-d | MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. | LS1.D: Information Processing: Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. | Obtaining, Evaluating, and Communicating Information | Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; Structure and Function | Gr 7: 1A, 1B, 4B, 12B (Specifically nervous system) |
| **11.3** | 1.2c, 1.3a-d, 1.4d, 1.5b, 1.6b-d | MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to | LS1.D: Information Processing: Each sense receptor responds to different inputs | Planning and Carrying Out Investigations; Obtaining, Evaluating, and | Cause and Effect; Systems and System Models; Structure and Function | Gr 7: 1A, 1B, 4B, 12B (Specifically nervous system) |

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| | | the brain for immediate behavior or storage as memories. | (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. | Communicating Information | | |
| **12.1** | 1.1b, 1.2c, 1.3a-d, 1.5b, 1.6-d, 1.7a-d | Introductory information related to MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (Specifically infectious disease). | Introductory information related to LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Developing and Using Models; Planning and Carrying Out Investigations; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information; Analyzing and Interpreting Data | Cause and Effect; Scale, Proportion, and Quantity; System and System Models; Structure and Function | Gr 6 -12D; Gr 7 - 1A, 1B, 2A, 2B, 2D, 12C, 14B |
| **12.2** | 1.2c, 1.3a-d, 1.6a-d, 1.7a-d | MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems | LS1.A: Structure and Function: In multicellular organisms, the body is a system of | Developing and Using Models; Planning and Carrying Out Investigations; Engaging in | Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; | 1A, 1B, 3B, 3D |

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| | | composed of groups of cells. | multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Argument from Evidence; Obtaining, Evaluating, and Communicating Information | Structure and Function | |
| **12.3** | 1.3a, 1.3c-d, 1.5b, 1.6a-d | MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (Specifically the immune system). | LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Developing and Using Models; Planning and Carrying Out Investigations; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Scale, Proportion and Quantity; Systems and System Models; Structure and Function. | Gr 7 - 2D, 2E, 3A, 12B (Specifically the immune system |
| **12.4** | 1.2c, 1.3a-d, 1.5b, 1.6b-c | MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells (Specifically immune system). | LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to | Developing and Using Models; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Scale, Proportion, and Quantity; Systems and System Models; Structure and Function | Gr 7 - 2D, 2E, 12B (Specifically immune system) |

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| | | | form tissues and organs that are specialized for particular body functions. | | | |
| **13.1** | 1.1b, 1.1d, 1.2c, 1.3a-d, 1.6a-d, 1.7a-d | Supporting information related to MS-LS1-3 - Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | Supporting information related to LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. | Obtaining, Evaluating, and Communicating Information | Structure and Function | None |
| **13.2** | 1.2c, 1.3d, 1.6a-d, 1.7a-d | Supporting information related to MS-LS1-3: Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. | Supporting information related to LS1.A: Structure and Function: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and | Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information | Cause and Effect; Structure and Function | None |

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