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| **Course Syllabus**  **Jasper County Middle School**     **7th Grade Life Science**  [Jhamby@jasper.k12.ga.us](mailto:Jhamby@jasper.k12.ga.us)  [lsrolader@jasper.k12.ga.us](mailto:lsrolader@jasper.k12.ga.us)  www.jasper.k12.ga.us |

**Course Description:**Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, students need to possess sufficient understanding of fundamental science content knowledge, the ability to engage in the science and engineering practices, and to use scientific and technological information correctly. Technology should be infused into the curriculum and the safety of the student should always be foremost in instruction.

The student will gain knowledge of each Georgia Standards of Excellence for Life Science. In order to read a more detailed outlook, the standards are available at www.georgiastandards.org. The purpose is to give all students an overview of common themes in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution.

**Classroom Expectations/Consequences:** Students at Jasper County Middle School are expected to follow all procedures and policies of the classroom and of the school. Consequences will be applied according to the school policies and handbook. Students are expected to put forth their best effort and remember that their education is the purpose for being at school.

**Grading Scale**: A minimum of nine grades will be taken per grading period. Grades will be posted on Infinite Campus for your review.

A= 90-100

B= 80-89

C=70-79

F= Lower than 70

30% of grades will be summative assessments

70% of grades will be formative assessments

**Promotion/Retention/Placement Policy**

ALL students will be expected to meet the following criteria to be considered for a full promotion:

A)     Participate in Georgia Milestones administration and retest, if applicable.

B)    Pass 3/4 academic subjects.

C)     Meet the minimum requirement of Lexile reading score for grade level.

D)         Must score  at the 25% of a norm referenced for math and reading.

E)        PILOT ASSESSMENT

The principal has final responsibility for  the promotion, retention, and/or placement of all students except for students in special education whose placement must be determined in accordance with the Individuals with Disabilities Education Act (IDEA). There shall be no appeals of promotion, retention and/or placement decisions beyond school level.

**Instructional Goals:** The assessment of student performance is one of the most difficult and most important of all tasks performed by teachers.  It begins with the identification of learning goals and subsequently involves diagnosis of student needs, provisions of effective instruction with feedback, and use of assessment results to improve learning.  In fact, the best measure of effective teaching is student learning. This course is designed to provide students with the creative and critical thinking skills necessary to enhance learning. The course will address ways to assess higher order cognitive objectives and authentic tasks to improve literacy, mathematics and critical thinking skills. Students will participate in activities that enhance understanding of the physical world. They will participate in class discussion via online format to provide feedback to peers and develop an environment of learning.  Documenting student performance and progress both for instructional and accountability purposes will be emphasized.  Students will reflect and provide evidence of learning aligned to Georgia Standards of Excellence.

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| **1st QTR** | **2nd QTR** | **3rd QTR** | **4th QTR** |
| **S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.** | **S7L3. Obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring.**  **S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.** | **S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.**  **S7L1. Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.** | **S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments. a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem**.  **S7L5. Obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution of living organisms through inherited characteristics**. |

**Class Schedule:**

*Breakfast* 7:20 - 7:45

**1st per.**

8:05-9:20

**2nd per.**

9:20-10:30

**3rd per.** *Connections*

10:30-11:40

**4th per.**

11:45-1:30

*Lunch* 12:25-12:50

**5th per.**

1:35-2:45

**6th per.**

2:45-3:25 *Academy*

**Texts and Resources:**

Supplemental readings will be required as needed throughout the course.  These readings will include NewsELA articles, textbook readings, and research article

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Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                Class Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent Signature

Parent Name (Printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_