



Portland Public Schools
Middle Level
Syllabus Template

School Year 2011-2012

Teacher: Barbara Kutasz		School: Mt. Tabor Middle School	
Subject: Science	Course Title: Earth & Space Science	Grade Level(s): 7, 8	
Is high school credit an option for this course? <input type="checkbox"/> Yes			
Prerequisites: none			
Course description: Students will learn about the structure and properties of the Earth system including naturally occurring cycles as well as the role of the Sun as a major energy source. Students will discover how the theory of Plate Tectonics accounts for the Earth's crustal features. Students will identify systems outside the Earth and explain relationships among the Earth, Moon, and Sun.			
Priority Standards: * Identify the structure of the Earth system and properties of the materials that make up the system. * Explain and analyze processes and cycles occurring within Earth's lithosphere, hydrosphere and atmosphere, including the role of the Sun as a major energy source. * Describe how the theory of Plate Tectonics accounts for Earth's crustal features and cite evidence that supports the theory. * Explain relationships among the Earth, Moon, and Sun. *Identify systems outside the Earth.			
Schedule of topics/units covered: Layers of the Earth Seismic Waves Characteristics of Rocks and Minerals Rock Cycle Weather Climate Water Cycle Watershed Rain Shadow Continental Drift			

Subduction
Sea Floor Spreading
Convection
Tides
Eclipses
Tilt of the axis causes seasons
Phases of the Moon
Day
Year
Solar System
Star Cycle
Galaxies

Academic Vocabulary:

Solar System
star cycle
galaxy
universe
light-year
Milky Way
day
year
axis
satellite
tides
orbit
eclipse
phases of the Moon
landform
continental drift
geologic evidence
subduction,
sea-floor spreading
plate tectonics
plate boundary
subduction zone
mid-ocean ridge
geologic time
igneous rock
metamorphic rock
sedimentary rock
crystal
grain
hydrosphere
atmosphere
convection
rock cycle
weather
climate
water cycle,

evaporation,
condensation
watershed
recycle
crustal deformation
volcanic eruption
sediment deposition
weathering
erosion
mineral
rock
lithosphere
mantle
metallic core
seismic wave

District adopted materials: Prentice Hall textbook; Foss Kits

Supplemental resources: Lab materials, field trips, speakers, inquiry activities

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

Tiered assignments are designed to instruct students on essential skills that are provided at different levels of complexity, abstractness, and open-endedness. The curricular content and objective(s) are the same, but the process and/or product are varied according to the student's level of readiness.

Students work as part of many different groups depending on the task and/or content.

Use of multiple texts and supplementary materials.

Use of computer programs.

Use of rubrics that outline the steps needed to exceed benchmark expectations.

Use of several instructional formats: whole class, small group, partners, individuals.

Emphasize the use of critical and creative thinking and the application of learning.

Use of a variety of instructional strategies: lectures, manipulatives, role play or simulations, and readings.

Use of formative assessment to direct instruction.

Final proficiencies:

Students will be able to describe the position of the earth in the universe, point to the clues that show us plate tectonics in action, label the major layers of the earth, discuss how environmental factors influence the water cycle, describe the causes of the changes between the types of rocks, describe the interrelationship between the climate zones and geography, and explain how the seasons, length of day, angle of the sun and the tilt of the earth are related.

Essential skills to be taught or assessed:

- | | | |
|--------------------------|--------------------------|-----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Read and comprehend |
| <input type="checkbox"/> | <input type="checkbox"/> | Write clearly and accurately |
| <input type="checkbox"/> | <input type="checkbox"/> | Listen actively and speak clearly |
| <input type="checkbox"/> | <input type="checkbox"/> | Apply mathematics |
| <input type="checkbox"/> | <input type="checkbox"/> | Think critically |
| <input type="checkbox"/> | <input type="checkbox"/> | Personal management and teamwork |
| <input type="checkbox"/> | <input type="checkbox"/> | Use technology |
| <input type="checkbox"/> | <input type="checkbox"/> | Civic and Community Engagement |
| <input type="checkbox"/> | <input type="checkbox"/> | Global Literacy |

Assessment/evaluation/grading policy:

Students will receive a letter grade based on projects, written products, tests and quizzes. Students will be encouraged/ required to make up missing, incomplete or unsatisfactory work. Late or missing work may impact student grade.

Behavioral expectations:

Students are expected to demonstrate respect for peers and the teacher and to comply with all school, lodge and classroom rules.

ATTENDANCE: Students are expected to make every effort to attend class. They are responsible for work missed during excused absences and will have time to make up missed work according to district policy. Work from unexcused absences will be made up only at the teacher's discretion. It is the student's responsibility to find out what work they have missed. A weekly report of missing work will be sent home to parents, via students.

TARDINESS: Students are expected to arrive to class on time and prepared for class. Tardy students will be so marked in the esis online attendance system and consequences may apply. Parents will be contacted regarding chronically late or unprepared students.

RULES: Students are expected to follow all school rules and to treat each other, the teacher and classroom supplies with respect.

CONSEQUENCES: The majority of discipline in Cedar Lodge is done through a relationship-based approach. Students, families and teachers work together to solve problems and decide on appropriate consequences for infractions. The various levels of discipline are outlined below. They are generally listed in the order in which they would take place, although serious offenses may result in early stages being skipped.

1. An informal meeting between student and teacher to discuss behavior, identify areas for improvement and outline next steps. Teachers will use Level 1 Referral form.
2. A formal meeting between teacher and student, which generally takes place before or after school and will result in an agreement to modify behavior and consequences (loss of break, detention, apology, community service, etc.) for the infraction. Parents are informed by phone call or email at this point.
3. A meeting between student, teacher and parents with same outcome as number 2.
4. A meeting with all Cedar Lodge teachers to establish a behavior plan. The plan may be written or agreed to verbally.
5. Referral to building-level discipline (Level 2 Referral) and a conference with student, teacher and parent. This is generally done for physical assault, repeated harassment, or other problems not solved by steps 1 –4. Referral to building-level discipline is always done in the case of drug or alcohol-related infractions, fighting and truancy.

Safety issues and requirements:
Students and parents will read and sign a School Science Safety Agreement.

Signature of instructor completing this form:

Administrator Approval:

By approving this syllabus the administrator verifies that

- a. the course code written on this form is accurate and that this code has been correctly placed into eSIS by the school's data clerk.*
- b. the teacher listed on the syllabus meets the endorsement requirements as set forth by ODE and NCLB.*
- c. the course meets the requirements of the District required core curriculum including standards.*
- d. the teacher is using District adopted materials or has been approved to use other resources.*