Portland Public Schools
Middle Level
Syllabus Template

School Year 2011-2012

Teacher: Kirk Ordway		School: Mt. Tabor Middle School
Subject: Science	Course Title: Life Science	Grade Level(s): 6th

Is high school credit an option for this course?

❒ Yes

Prerequisites: None

Course description:

The Life Science course focuses on all aspects of the living world. Students will use microscopes and models to examine the structures and functions of individual cells as well as complex organs and systems in multi-cellular organisms. Students will explore individual adaptations as well group inter-relationships that allow organisms to survive in various conditions. Students will analyze the relationships between organisms (including humankind) and their environment. Students will apply scientific reasoning and procedures to investigate the dynamics of these interrelationships.

Priority Standards: **Link** to OTL/Curriculum and Instruction/Science/6-8 Science/Standards/Priority Standards 6th grade
http://inside.curriculum.pps.k12.or.us/.docs/pg/11437

Schedule of topics/units covered: OTL/Curriculum and Instruction/Science/6-8 Science/ PPS 6-8 Science Resources/Suggested Curriculum Sequence/Life Science
http://inside.curriculum.pps.k12.or.us/.docs/pg/12055

Academic Vocabulary: growth, reproduction, excretion, energy, response, chemicals, cells, cell nucleus, membrane, cell wall, chloroplast, photosynthesis, carbohydrate,, water, carbon dioxide, oxygen, molecules, light energy, chemical energy, organ, system, structure and function, human body systems: respiration, digestive, excretory, circulatory, immune, reproductive, nervous, musculo-skeletal. Asexual reproduction, sexual reproduction, cloning, genetic diversity, gene, chromosome, DNA, Punnett Squares, probability, solar light energy, producers, consumers, decomposers, interdependence, matter, trophic level, food web, predator-prey, producer-consumer,
parasite-host, symbiosis, competition,

District adopted materials
Prentice Hall Explorer Series

Supplemental resources:
Outdoor School, Labs submerging the students with content, field trips

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):
Flexible grouping
Depth and complexity extensions
Rate and level curricular adjustments

Tiered lessons
Socratic method
Diverse questioning strategies
Compacting

Final proficiencies:
Some examples would include:
State Inquiry Work sample(s) that successfully score 4 or higher in all 4 aspects of the State Inquiry Scoring Guide. Demonstration of understanding of the PPS and Oregon Science standards on teacher made tests or portfolios of student work (specific assessment examples for each standards can be found in the PPS Science Standards: http://inside.curriculum.pps.k12.or.us/.docs/pg/12132

Essential skills to be taught or assessed:

x	x	Read and comprehend
x	x	Write clearly and accurately
x	x	Listen actively and speak clearly
x	x	Apply mathematics
x	x	Think critically
x	x	Personal management and teamwork
x	x	Use technology
x	x	Civic and Community Engagement
x	x	Global Literacy

Assessment/evaluation/grading policy: Students musts demonstrate proficiency on learning objectives through completion of homework, assignments, projects and scores on quizzes, labs, and tests.

Behavioral expectations:
Please consider any school or team policies as they apply:

ATTENDANCE: It is expected that students will be present in class every day unless a note from a parent or guardian is provided and the absence is excused. Students are responsible for making up all work missed while they are absent in order to receive a grade for that work. Make up work is difficult (and sometimes impossible) to complete, especially for labs that require special set up or live specimens, therefore regular attendance is strongly encouraged. Make up work for excused absences will be accepted for up to three days after the student returns to school. Make up work for unexcused absences will be accepted at my discretion. Agendas will be posted daily to help with missed assignments.

TARDINESS: When students are tardy they miss the instructions and set up for the

whole day's work. This is a very important time for the whole class, and I get impatient with interruptions during this time. If you are tardy please come in quietly, and wait to get the information you missed, so as not to disturb the class any more than necessary.

HALL PASSES: Hall passes will be issued only in emergencies and not within the 10 minute periods at the beginning and end of a class. You are expected to complete such business within 5 minutes. Hall passes are located in the metal basket in the front of the room. You take one, write your name, the date, and time on it, and I will sign it. Take it with you on your mission and return it to the hall pass bin when you get back to class. I don't expect anyone to use many of these. You are capable of taking care of biological elimination on your own time except for emergencies.

RULES: It is my philosophy that every student has the right to a classroom environment that is conducive to learning and free from unnecessary disruptions. It is each student's responsibility to behave in a manner that is respectful of the rights of all members of the class.
We will write a Code of Cooperation together at the beginning of the year but the bottom line is:

Respect yourself
Respect others
Learn science

All other rules are related to these three rules.

CONSEQUENCES: In the event that a student's absences, tardiness, or behavior become a problem the following consequences will be implemented:

1. individual conference with the student
2. call the student's parent or guardian
3. refer the student to the appropriate administrator or counselor

CHEATING: Anyone caught cheating will be given a grade of "0" as a score for that assignment and parents will be notified. IT IS NOT WORTH IT TO CHEAT! Copying is cheating! If you are working with a team you must use your own words. Even though there are a lot of social pressures this class is not about grade competition it is about what you can do to become a scientifically literate citizen.

HONOR STATEMENT: I declare that all the work I do for this course will be my original work. If I am working with a team I will use my own words to express ideas that are synthesized by the group.

CONTACT INFORMATION: If you need to contact me my email address is

kordway@pps.net. You can contact me by phone at 503-916-5646.
Safety issues and requirements: Students must share and return the **<u>required</u>** PPS Lab Safety Agreement with signature of parent or guardian before they can participate in lab activities. They should adhere to all aspects of safety included in that document. http://inside.curriculum.pps.k12.or.us/.docs/pg/11031
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.*