

<b>Course Name</b>	7 <sup>th</sup> Grade Life Science	<b>Course Code</b>	26.0110001
<b>School Name</b>	Stone Mountain Middle	<b>Teacher Name</b>	Ms. T. Carter
<b>School Phone Number</b>	678-676-4802	<b>Teacher Email</b>	<a href="mailto:tiah_m_carter@dekalbschoolsga.org">tiah_m_carter@dekalbschoolsga.org</a>
<b>School Website</b>	www.dekalb.k12.ga.us/stonemountainms	<b>Teacher Website</b>	

### Course Description

During this semester students will use process skills of observing, classifying, inferring, identifying and manipulating variables. They will acquire the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common standards of life science including, but not limited to, diversity of living organisms, Structure and function of cells, heredity, ecosystems, and biological evolution.

### Curriculum Overview

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

<b>CURRICULUM OVERVIEW</b>	
<b>Unit 1 – Cell Functions/Organ Systems S7L2 (6 weeks)</b>	
Textbook Resources:	
Chapter 2: It's Alive, or Is It? (Intro.)	
Chapter 3: Cells: The Basic Units of Life	
Chapter 4: The Cell in Action	
Chapter 22: Body Organization and Structure	
Chapter 23: Circulation and Respiration	
Chapter 24: The Digestive and Urinary System	
<b>Unit 2 – Heredity Unit S7L3 (6 weeks)</b>	
Textbook Resources:	
Chapter 5, Sections 2 and 3, pages 120 – 132 (S7L3a)	
Chapter 5, Sections 1 and 2, pages 144 – 154 (S7L3a)	
Chapter 2, Section 1, page 40 (S7L3b)	
-	Chapter 5, Section 3, page 126 (S7L3b)
-	Chapter 14, Section 1 page 358 (S7L3b)
-	Chapter 26, Section 1, page 684 (S7L3b)
-	Chapter 10, Section 1, page 248 (S7L3b)
-	Chapter 11, Section 3, page 283 (S7L3b)
-	Chapter 12, Section 1, page 301 (S7L3b)
-	Chapter 14, Section 1, page 358 (S7L3b)
-	Chapter 5, Section 3, page 132 (S7L3c)
-	Chapter 7, Section 2, page 176 (S7L3c)
<b>Unit 3 – Evolution Unit S7L5 (3 weeks)</b>	
Textbook Resources:	
Chapter 7, Sections 1-3, pages 166 -183 (S7L5 a and b)	
Chapter 7, Section 1, page 168 - 169 (S7L5 c)	
Chapter 8, Section 1, page 194 (S7L5 c)	
<b>Unit 4 – Classification Unit S7L1 (3 weeks)</b>	
Textbook Resources:	
-	Chapter 9, Sections 1 – 2: pages 222 – 233 (S7L1 a, b)
-	Overview of Chapters 10 – 12, 14: pages 246 – 320, 356 – 368 (S7L1b and S7L3b) <i>emphasis on following pages (compare/contrast) – S7L3b:</i>
-	prokaryote reproduction: page 248
-	fungi reproduction: page 283
-	protist reproduction: page 272
-	plant reproduction: page 301

-	animal reproduction: page 358
Unit 5 – <b>Relationships Among organisms Unit S7L4 (9 weeks)</b>	
Textbook Resources:	
Chapter 18, Sections 1 – 2: pages 480 – 489 (S7L4 a, b)	
Chapter 18, Section 3: pages 490 – 496 (S7L4d)	
Chapter 20, Sections 1 -3: pages 526 – 543 (S7L4e)	
Chapter 19, Section 2, pages 512 – 515 (S7L4c)	

**BOARD-APPROVED INSTRUCTIONAL MATERIALS**

Title	<b>Holt Science &amp; Technology Life Science</b>
ISBN	<b>978-0-03-092024-0</b>
Replacement Cost	<b>\$67.75</b> If the textbook is lost, stolen, or damaged (missing the barcode), it is the student’s responsibility to pay for the book before a replacement book is issued. In the event that the lost book is found, please retain all receipts.
Online book and/or resources	<a href="http://my.hrw.com">my.hrw.com</a>
Online student access code (school specific)	<b>user name = pturner308      PW = m2p3w</b>

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
<b>Formative Assessment (Pre-Assessments) - 0%</b>	<b>A</b> 90 – 100      ~ <b>P</b> (pass)
<b>Assessment During Learning – 25%</b>	<b>B</b> 80 – 89      ~ <b>F</b> (fail)
<b>Guided, Independent, or Group Practice – 45%</b>	<b>C</b> 71 – 79
<b>Summative Assessment or Assessment of Learning– 30%</b>	<b>D</b> 70
	<b>F</b> Below 70

**Notes:**

\*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

DISTRICT EXPECTATIONS FOR SUCCESS	
<b>STUDENT PROGRESS</b>	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b>
<b>ACADEMIC INTEGRITY</b>	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>

<b>HOMEWORK</b>	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>
<b>MAKE-UP WORK DUE TO ABSENCES</b>	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>
<b>SCHOOL EXPECTATIONS FOR SUCCESS</b>	
<b>CLASSROOM EXPECTATIONS</b>	<p>Students must adhere to the DCSS Student Code of Conduct, as well as specific class rules.</p> <p><b>GENERAL RULES:</b></p> <ol style="list-style-type: none"> <li>1. <b>Successful-</b> Work hard daily.</li> <li>2. <b>Punctual-</b> Be present for class and on time to class. Tardiness is unacceptable.</li> <li>3. <b>Accountable-</b> Be prepared for class, be on task and take responsibility for your action in class. You are responsible for bringing books, pencils, etc. to class every day.</li> <li>4. <b>Respectful-</b> Be mindful of others and their rights to a distraction free education. Always conduct yourself so that learning may take place.</li> <li>5. <b>Citizenship-</b> Be mindful of the rules at school. Follow them for your safety and the safety of others.</li> <li>6. <b>Self-discipline-</b> Be able to control your emotions, actions, words, and impulses. Raise your hand and wait to be called on before speaking.</li> </ol> <p><b><u>Please Note:</u> If students are given an opportunity to make-up assignments it MUST BE turned in by the announced due date.</b></p> <p><b><u>Special Assignments</u></b> Science Fair Projects-which will be an ongoing assignment during 1<sup>st</sup> semester, are required of all students.</p>
<b>MATERIALS AND SUPPLIES</b>	<b>3-ring binder (at least 1-inch), loose leaf paper, dividers, pencils, blue or black pens, colored pencils or crayons, scissors, glue sticks, Composition Notebook (for ELT)</b>
<b>EXTRA HELP</b>	<b>Students can receive extra help before/after school and during lunch if asked.</b>
<b>PARENTS AS PARTNERS</b>	<b>Parental involvement is an essential component for a student's academic success. It is important to remember that as a team, we can achieve so much more. Let's partner together to ensure a successful, positive, and productive year.</b>

**PLEASE SIGN BELOW AND RETURN**

I have read the syllabus.

Student Signature\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_

Date\_\_\_\_\_

Additional information to support continued contact:

<b>Information</b>	<b>Parent/Guardian</b>
<b>Day Time Phone Number</b>	
<b>Cellular Phone Number</b>	
<b>Home Phone Number</b>	
<b>Email Address</b>	

Parents/Guardians, remember that success is a team effort. We would love for you to be a part of the classroom experience! Here's to a PRODUCTIVE year!