**Course Syllabus**

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| **Class Title:** | LIFE Science For Education Public Understanding Program- 7th grade |
| **Instructor:** | Ms. Slavens |
| **Email Address:** | cgslavens@cps.edu |
| **Teacher Website:** | www.slavensscience@weebly.com |
| **Office Hours:** | T-Th after school |

**IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**IB Learner Profile**

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| *Inquirers* | *Knowledgeable* | *Thinkers* |
| *Communicators* | *Principled* | *Open-Minded* |
| *Caring* | *Risk-Takers* | *Balanced* |
|  | *Reflective* |  |

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| **Course Summary and Standards Addressed**  [**www.nextgenscience.org**](http://www.nextgenscience.org) **and** [**www.corestandards.org**](http://www.corestandards.org) |
| Students in the 7th grade investigate the natural world in order to understand living functions and how to use that information to solve problems related to current issues Addressed are both the key concepts related to life science and the **8 NGSS practices:**  Practice 1 Asking Questions and Defining Problems  Practice 2 Developing and Using Models  Practice 3 Planning and Carrying Out Investigations  Practice 4 Analyzing and Interpreting Data  Practice 5 Using Mathematics and Computational Thinking  Practice 6 Constructing Explanations and Designing Solutions  Practice 7 Engaging in Argument from Evidence  Practice 8 Obtaining, Evaluating, and Communicating Information |

**Course Materials**

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| **SEPUP *ISSUES and Life Science* Textbook/Lab-aids ISBN# www.lab-aids.com** |  |
| **SEPUP Lab-aids Science Notebook and Executive Functioning Binder with supplies** |  |
| **on-line textbook at** [**www.lab-aids.com**](http://www.lab-aids.com) **username-*ogden2* password- *science2*** |  |

**Grade Scale**

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| **A** | 100-90 | **B** | 89-80 | **C** | 79-70 | **D** | 69-60 | **F** | 59 and below |

**Grade Categories**

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| **CATEGORY** | **PERCENTAGE** |  |
| **Formative assessments** | 30% | bell ringers, discussions, quick checks, quizzes, wrap ups, lab/group procedures check lists |
| **Homework** | 10% | science notebook |
| **Classwork** | 10% | science notebook |
| **Class Participation** | 10% | Entered biquarterly as a single grade based on overall class engagement, accountable talk, promptness, preparedness and attendance (see rubric) |
| **Summative Assessment** | 30% | exams, lab reports, data collection and summative projects |
| **Semester Final Exam** | 10% | cumulative assessment of all concepts and skills presented during the semester units of study |

**Zero Policy**

Any grade put into GradeBook under the “Homework” category that has not been turned into the classroom teacher will receive a Zero (0%). Students who make an attempt at completing any homework assignment will receive at the minimum a sixty-percent (60%).

Students may turn in homework assignment after the scheduled due date with a penalty up to the classroom teacher’s discretion but will, at the minimum, receive a sixty-percent (60%)

Late homework assignments will NOT be accepted after the completion of the corresponding unit.

**General Classroom Procedures**

Rules & regulations as outlined in the Student Code of Conduct (SCC) will be strictly enforced for each student.

In addition, students in this class are expected to:

* **Review their Science Notebook daily**
* **Come to class ready to learn**
* **Be early to class**
* **Be a good citizen**

**Computer Access and Usage**

Students who do not have access to a computer at home must make special arrangements for access to complete assignments. All essays and projects required for class **must be typed** unless otherwise noted. This allows for students and teachers to easily grade, edit, save, and access student work. Students will not always be given lab time to typed. **It is the student’s responsibility to complete work and print out assignments BEFORE arriving to class.**

**Semester Overview**

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| **Unit** | **MYP Unit Topic** |  | **Summative Assessment** |
| 1 | Experimental Design: Studying People Scientifically*Experimental Design: Studying People Scientifically* begins with a scientific study of humans. They focus on themselves as subjects of the investigations. It helps students develop different scientific approaches to problem solving. Student investigations also address important ideas about the nature of science, the traditional scientific method, and experimental design. |  | **Lab Report and Presentation.**  **Content Exam** |
| 2 | Ecology **The *Ecology* unit begins by focusing on what happens when a new species is introduced into an ecosystem. Students consider this issue as they model ecological relationships within an ecosystem. They simulate the effect of competition, predation, and other factors on population size. Next, they investigate local ecosystems. Students culture and investigate black worms (small aquatic worms) as they differentiate between observation and inference. Students have the opportunity to further develop their research skills by completing a research project on the problems of introduced species.** |  | **Research Project and Presentation.**  **Content Exam** |
| 3 | Evolution **In the *Evolution* unit, students consider whether an extinct species should be brought back to life as they begin to explore evolution. Students examine fossils as they continue to distinguish between observation and inference. A role play presents the basic concept of evolution and the process of natural selection. Activities model the lines of evidence for evolution, natural selection, and the role of genetic mutations. Finally, students evaluate the impact of humans on the extinction and evolution of species.** |  | **Data Analysis Project and Content Exam** |



**Academic Honesty Policy**

The Ogden International School of Chicago’s Academic Policy supports the school’s mission statement to “focus on a curriculum that immerses an individual in a rich and safe environment, to obtain awareness of world cultures through language, studies, and interactive field experiences, to apply skills necessary for global citizenship and competency,”and to purposely align the Ogden policy with the IB policy on Academic Honesty.

For all students, the school and IBO expect and support student integrity in conducting research, preparing work and projects, test-taking, and collaborating with others. The school recognizes that in a knowledge-based century the value of knowledge is high, and the freedom to share knowledge is essential. Academic dishonesty devalues knowledge and creates an atmosphere in which undue restrictions must be placed on the sharing of knowledge.

***Academic honesty:*** *Behaving and working honestly in researching and presenting schoolwork. This includes respecting the ownership of the ideas and material of other people and behaving appropriately when sitting for class.*

***Plagiarism****: The representation of other’s thoughts or work as the student’s own in order to gain an unfair advantage. This includes using others work without citation or sourcing.*

***Collusion****: Allowing one’s work to be copied or submitted for assessment by another. There are times when students will collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student.*

***Duplication****: Presentation of the same work for different assessment components or course requirements.*

***Cheating****: Gaining an unfair advantage, including but not limited to:*

* *Falsifying a record, data, etc.*
* *Using notes or a test*
* *Commissioning another person to do the work*
* *Using an electronic language translator to ‘launder’ language*
* *Submitting work which has been submitted by yourself or another student*

*for a previous or different assessment task or for a task at a different school*

* *Stealing papers, or downloading free papers from the internet*
* *Having a parent or tutor do assignments/assessments*

In addition to academic strengths, it is assumed that one's participation in IB is indicative of character traits which align with the IB Learner Profile. Specifically, IB students are required to be principled learners who act with honesty and integrity. Without exception, Ogden students are expected to adhere to a policy of strict academic honesty. Such a policy requires that students carefully scrutinize their own actions and behaviors for incidences of cheating/plagiarism.

The aforementioned actions and behaviors have the potential to severely compromise the academic integrity of the individual and The Ogden International School of Chicago as an institution. Under no circumstances will any such behaviors go without penalty. Minimum penalties include academic sanctions for the individual/s involved in accordance with the CPS Uniform Discipline Code. Major infractions will be handled by both the teacher and administration.

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| **STUDENT and PARENT DECLARATION**  I have read, understand, and agree to abide by The Ogden International School of Chicago’s Academic Honesty Policy. All Ogden students and their parents are required to review and sign the Academic Honesty Policy.  **Student Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Student Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Level**: \_\_\_\_\_\_\_\_\_\_\_\_  **Parent Signature**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |