



Teacher: Eva Danon		School: <b>Hosford Middle School</b>	
Subject: Science	Course Title: Integrated Science		Grade Level(s): 7th
Prerequisites: None			
<p><b>Course description:</b>          This year, your child is using a science course developed by SEPUP, the Science Education for Public Understanding Program. SEPUP has developed and published innovative and highly acclaimed middle school curriculum for more than 30 years, and was funded by the National Science Foundation.  <i>SEPUP</i> is an engaging hands-on course based on the educational approach of scientific inquiry.</p>			
<p><b>Priority Standards:</b> You can access the text books by logging onto <a href="http://www.lab-aids.com">www.lab-aids.com</a>          Login: science          Password: inspires</p> <p><b>Priority Standards:</b>          Oregon has now adopted the Next Generation Science Standards. Students will begin being assessed according to these standards in the 15-16 school year. These standards represent a more rigorous way for students to learn science, by focusing more on major conceptual understanding, combined with the use of science and engineering practices, and an awareness of cross-cutting concepts that are relevant to all of science.</p> <p>Link to NGSS Standards online: <a href="http://www.nextgenscience.org/">http://www.nextgenscience.org/</a>          Link to CCSS for Science/Technical Writing:  <a href="http://www.corestandards.org/ELA-Literacy/RST/6-8/">http://www.corestandards.org/ELA-Literacy/RST/6-8/</a>          Link to CCSS Writing Standards for grades 6-8:  <a href="http://www.corestandards.org/ELA-Literacy/W/8/">http://www.corestandards.org/ELA-Literacy/W/8/</a>          Link to CCSS Speaking and Listening Standards for grades 6-8:  <a href="http://www.corestandards.org/ELA-Literacy/SL/8/">http://www.corestandards.org/ELA-Literacy/SL/8/</a></p>			
<b>Schedule of topics/units covered:</b>			
<p>Schedule of topics/units covered:          This year's main topics of study will include: Studying Materials Scientifically, Ecology, Erosion &amp; Deposition/ Plate Tectonics, Chemistry of Materials          In addition to the SEPUP instruction, we will interject some other relevant activities and projects as we see fit such as inquiry projects.</p>			
<p><b>Academic Vocabulary:</b>          See <a href="http://www.lab-aids.com">www.lab-aids.com</a>. Vocab words are located at the start of each activity.</p>			
District adopted materials			

<i>d Earth Science, and Issues and Physical</i>
Supplemental resources: none
Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other): Flexible grouping Depth and complexity extensions Rate and level curricular adjustments Tiered lessons Diverse questioning strategies
Final proficiencies: State Inquiry Work sample(s) that successfully score 4 or higher in all 4 aspects of the State Inquiry Scoring Guide (different from the regular 4 point rubric). Demonstration of understanding of the PPS and NGSS standards on teacher made tests or portfolios of student work. Students will also be assessed on their ability to practice sound scientific techniques by keeping an organized and complete Lab Notebook as a record of their investigations.
Essential skills to be taught or assessed: Read and comprehend Write clearly and accurately Listen actively and speak clearly Apply mathematics Think critically Personal management and teamwork Use technology Civic and Community Engagement Global Literacy
<b>Assessment/evaluation/grading policy:</b> Grades will be determined by assessments and performance related to the learning targets. Homework and classwork are not included in the grade, but will be reflected in the behavior targets. There is usually a direct correlation between consistent work and effort and grades.  The scale for this standards based assessment is as follows:  <ul style="list-style-type: none"> <li>● (HP) <b>Highly Proficient:</b> Thorough and enhanced evidence of meeting the learning target. <i>These scores often reflect the ability to tie many concepts together and go above and beyond what is covered in class in a significant way.. A relatively few number of students perform at this level.</i></li> <li>● (PR) <b>Proficient:</b> Evidence of meeting learning target. <i>This is where students should be for their grade level and most students that show consistent effort tend to perform</i></li> </ul>

*in this area. With standards based assessment, students who perform at this level of work can be considered a success.*

- **(CP) Close to Proficient:** Partial evidence of meeting learning target. *This usually means that students understand parts of the material, but may be missing some knowledge or are unable to put it together into a coherent whole. Often, students need to put more effort in to get to the next level.*
- **(DP) Developing Proficiency:** Demonstrating little understanding of learning target. *This usually means that students aren't able to show that they know the material. Usually, this is due to lack of effort, but occasionally the material is too challenging for the student. I will work closely with these students.*

Throughout the year, students will track their progress in meeting these targets.

Overall, working hard, completing your work and participating in class will help your student to earn a good grade.

#### Behavioral expectations:

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 setup 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 or by special arrangement. Make up work for unexcused absences will be accepted at my discretion.

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. 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 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. You are not to leave class during the first or last 10 min of class.

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.

Be Safe  
Be Respectful

Be Responsible

All other rules are related to these three rules.

**Electronic devices are not allowed at Hosford and will be confiscated if seen and turned into the main office for parent to pick up.**

If you need to contact me my email address is [edanon@pps.net](mailto:edanon@pps.net) ,and my prep period is \_\_2nd\_ period. You can contact me by phone at 503-916-5640\_\_2nd period or after school.

Safety issues and requirements:

Students must share and return the **required** 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: **Teachers sign here**