



4th QUARTER SYLLABUS

TITLE OF COURSE: <p style="text-align: center;">7th Grade Life Science</p>	GRADE LEVEL/DURATION OF COURSE: <p style="text-align: center;">7th Grade/ Full Year</p>	TEACHER NAME & E-MAIL: <p style="text-align: center;">Kristin Page-Botelho kpage@asa.edu.py</p>				
STANDARDS:	ESSENTIAL QUESTIONS:	LEARNING OBJECTIVES:				
<p>Understand the characteristics, structure, and functions of organisms.</p> <p>Understand that any collection of things that have an influence on one another can be thought of as a system.</p> <p>Understand the influence, interdependence and impact of different body systems on health.</p> <p>Understand key concepts of growth and development and their relationship to lifetime wellness.</p>	<p>How do scientists organize our knowledge of the universe?</p> <p>How do scientists use evidence, models, and explanations to communicate about discoveries?</p> <p>How do scientists measure change?</p> <p>What forces cause change?</p> <p>What is the relationship between structure and function in objects, organisms, and systems?</p> <p>How do scientists explore, observe, ask questions, collect data, and find patterns?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Vocabulary <ul style="list-style-type: none"> • Parasite • Host • Ecology • Biotic • Abiotic • Biosphere • Ecosystem • Energy pyramid • Carrying capacity </td> <td style="width: 50%; padding: 5px;"> <ul style="list-style-type: none"> • Competition • Symbiosis • Mutualism • Commensalism • Parasitism • Succession • Pioneer species • Biodiversity • Biome </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> Skills <ul style="list-style-type: none"> ▪ <i>Identify the biotic and abiotic parts of an ecosystem and describe the relationships among these components.</i> ▪ <i>Explain how populations and communities are related.</i> ▪ <i>Create and interpret food chains and food webs.</i> ▪ <i>Explain how a change in the flow of energy can impact an ecosystem (e.g., the amount of sunlight available for plant growth, global climate change).</i> ▪ <i>Differentiate between relationships among organisms including predator-prey, producer-consumer, and parasite-host.</i> ▪ <i>Explain the relationship between carrying capacity and limiting factors.</i> ▪ <i>Identify and describe the factors that influence or change the balance of populations in their environment.</i> ▪ <i>Describe how the water, carbon, and nitrogen cycles contribute to the availability of resources to support living systems.</i> ▪ <i>Explain biomes and understand the major characteristics of the different biomes (i.e., aquatic, desert, rainforest, temperate grasslands, tundra, temperate deciduous forests, coniferous forest, savannas).</i> </td> </tr> </table>	Vocabulary <ul style="list-style-type: none"> • Parasite • Host • Ecology • Biotic • Abiotic • Biosphere • Ecosystem • Energy pyramid • Carrying capacity 	<ul style="list-style-type: none"> • Competition • Symbiosis • Mutualism • Commensalism • Parasitism • Succession • Pioneer species • Biodiversity • Biome 	Skills <ul style="list-style-type: none"> ▪ <i>Identify the biotic and abiotic parts of an ecosystem and describe the relationships among these components.</i> ▪ <i>Explain how populations and communities are related.</i> ▪ <i>Create and interpret food chains and food webs.</i> ▪ <i>Explain how a change in the flow of energy can impact an ecosystem (e.g., the amount of sunlight available for plant growth, global climate change).</i> ▪ <i>Differentiate between relationships among organisms including predator-prey, producer-consumer, and parasite-host.</i> ▪ <i>Explain the relationship between carrying capacity and limiting factors.</i> ▪ <i>Identify and describe the factors that influence or change the balance of populations in their environment.</i> ▪ <i>Describe how the water, carbon, and nitrogen cycles contribute to the availability of resources to support living systems.</i> ▪ <i>Explain biomes and understand the major characteristics of the different biomes (i.e., aquatic, desert, rainforest, temperate grasslands, tundra, temperate deciduous forests, coniferous forest, savannas).</i> 	
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ASSESSMENTS:

Student Grades will be determined by the following:

- 35% Tests/Quizzes
- 20% Labs/Hands-on Activities/Projects
- 15% Class work
- 10% Nature Journals
- 10% Participation
- 10% Homework

Tests/Quizzes – Students can expect approximately 1 quiz every two weeks and a comprehensive test at the end of each chapter.

Labs/Hands-on Activities/Projects – Students can expect to participate in 1 hands-on activity or lab about every other week as well as several projects throughout the quarter. Students will be provided and instructed about grading rubrics for all projects prior to starting the project.

Class work – Students will complete daily warm-ups or science news responses, which will be collected weekly. Students will also complete a variety of in-class assignments on a regular basis.

Participation – Students can earn 2 participation points per day. If students are participating positively in class, contributing to class discussions, asking thoughtful questions about topics being taught, working cooperatively with classmates during labs and group-work, and not causing disruption to the learning environment they will earn their participation points.

Nature Journals – Students will be given a nature journal assignment approximately every other week. These assignments will incorporate writing, artwork, and reflections on learning. Students will be instructed in class about expectations for each journal entry. Students will also be expected to complete one entry of their choice for every 3 assigned entries. Students will be given a due date and the journals will be collected after every 3rd assigned entry. A grading rubric will be used to grade all journal entries.

Homework – Students will be given a variety of homework assignments throughout the quarter. It is expected that all assignments be completed individually. Instruction for all assignments has occurred before assignments are given and therefore assignments are a way of reinforcing concepts taught in class.

RESOURCES:

Science and Technology: Life Science. Holt, Rinehart, and Winston, 2005.

<http://go.hrw.com>

www.mrspage.com

TEACHER AVAILABLITLY FOR EXTRA HELP AND MEETING WITH STUDENTS:

I will always be available **Mondays and Thursdays** from **3:30-4:15 p.m.** in room **H-11**.