



LUIS P. UNTALAN MIDDLE SCHOOL
 256 Vietnam Veterans Memorial Highway
 Barrigada, Guam 96913
 (671) 300-2726



7TH GRADE PRE-AP SCIENCE COURSE SYLLABUS
School Year 2023-2024

Guam DOE Vision Statement

Every student: Responsible, Respectful, and Ready for Life

Guam DOE Mission Statement

Our Educational Community Prepares All Students for Life, Promotes Excellence, Provides Support

LPUMS Mission Statement

The Luis P. Untalan Middle School community will empower students with the knowledge that will enable them to be competent, productive, and responsible citizens in our society.

School-wide Learner Outcomes (SLOs)

W – World-class citizens C – Critical Thinkers
I – Information users A – Academic Achievers
L – Life-long learners T – Technology users
D – Decision makers S – Solution Seekers

School-wide Behavior Expectations

I will:
C – Care for my school.
A – Act responsibly.
T – Treat myself and others with respect.
S – Strive for excellence

Teacher: Arlene Castro
Email address: apcastro@gdoe.net
Telephone: (671 797- 6151)

Course: 7th Grade Pre-AP Life Science
Room: A-118

Course Description: This course is designed to teach at an **accelerated pace** the process of science. It will engage students with inquiry-based teaching strategies tied to Science, Technology, Engineering, and Mathematics (**STEM**) so students will be able to describe objects and events, ask good questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. They will use critical and logical thinking and actively develop their understanding of science by combining scientific knowledge with reasoning skills. They will be prepared for 7th Grade **Next Generation Science Standards (NGSS)** through various reading, researching and writing exercises.

Course Priority Standards, Skills, or Topics (PSSTs):

1st Semester Standards
PSST 1/Unit 1
<p>MS-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p> <p><i>Recommended Duration (weeks/yearlong): 2 weeks (Unit 1)</i></p>

PSST 2/ Unit 1

MS-LS1-5

Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Recommended Duration (weeks/yearlong): 2 weeks (Unit 1)

PSST 3/Unit 2

MS-LS1-7:

Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

Recommended Duration (weeks/yearlong): 4 weeks (Unit 2)

PSST 4/Unit 2

MS-LS1-8

Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Recommended Duration (weeks/yearlong): 4 weeks (Unit 2)

PSST 5/Unit 2

MS-LS2-3

Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Recommended Duration (weeks/yearlong): 4 weeks (Unit 2)

PSST 6/Unit 3

MS-LS2-1:

Analyze and interpret data to provide evidence for the effects of resources availability on organisms and populations of organisms in an ecosystem.

Recommended Duration (weeks/yearlong): 3 weeks (Unit 3)

PSST 7/Unit 3

MS-LS2-2:

Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Recommended Duration (weeks/yearlong): 3 weeks (Unit 3)

2nd Semester Standards

PSST 8/Unit 4

MS-LS1-1:

Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

Recommended Duration (weeks/yearlong): 4 weeks (Unit 4)

PSST 9/Unit 4

MS-LS1-2:

Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.

Recommended Duration (weeks/yearlong): 4 weeks (Unit 4)

PSST 10/Unit 4

MS-LS1-3:

Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

<i>Recommended Duration (weeks/yearlong): 4 weeks (Unit 4)</i>
PSST 11/Unit 5
MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
<i>Recommended Duration (weeks/yearlong): 5 weeks (Unit 5)</i>
PSST 12/Unit 6
MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
<i>Recommended Duration (weeks/yearlong): 4 weeks (Unit 6)</i>
PSST 13/Unit 7
MS-LS4-4: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
<i>Recommended Duration (weeks/yearlong): 4 weeks (Unit 7)</i>
PSST 14/Unit 7
MS-LS4-6: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
<i>Recommended Duration (weeks/yearlong): 4 weeks (Unit 7)</i>
PSST
<i>Recommended Duration (weeks/yearlong):</i>
TECH STANDARDS
ISTE Standard 1: Empowered Learner (EL)
Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Standard 2: Digital Citizen (DC)
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Materials Required:

- | | | |
|--|------------------------|----------------------------|
| -1 plastic folder with 3 prongs and side pockets | -Pencils and an eraser | -1 pkg. filler paper |
| -5 tab dividers | -Pens (black or blue) | -1 12 pack colored pencils |
| -safety scissors | -glue | -tape |
| Recommended Hygiene Supplies for lab activities | | |
| 1 pkg of Kleenex tissue | -hand sanitizer | - Clorox/baby wipes |

Grading Policy:

Your academic performance will be assessed and reported using a standards-based grading (SBG) system. In this grading system, your grade is determined based on your performance and mastery on each priority standard using multiple types of artifacts/assignments, including class or homework assignments, quizzes, tests, projects, and/or presentations. You will have opportunities to show your mastery relative to the established proficiency scales. In most cases, I will provide the artifacts you need to complete and submit; however, if you believe you may perform at the proficient level at any time, you may be able to do so when

given the opportunity. A proficiency scale is established for each priority standard. Your performance level is determined by the following:

Level	Performance	Description
4	Exceeds Standard	In addition to demonstrating understanding and mastery of standard, content knowledge, and skills, you go beyond what is explicitly taught or are able to apply the standard or skill to real world situations
3	Proficient	You demonstrate understanding and mastery of the standard, content knowledge, and skills.
2	Approaching Proficiency	You define and identify content knowledge or use skills alone but need help demonstrating full understanding of the standard.
1	Needs Support	Even with help, you have difficulty performing basic skills or defining content knowledge and are well below grade level standard.
0	Unable to Perform	Even with significant help, you are not able to perform any of the basic skills or define content knowledge.
NE	No Grade / No Evidence	No Work or Not Enough Work was submitted to make a final determination on your performance.

NOTE: Increments of .5 may be used to recognize partial mastery of a level.

Grading conversion scale:

The final/composite grade will be converted to a letter grade using the following conversion scale:

3.6 – 4.0 = A+	3.0 – 3.5 = A	2.8 – 2.9 = B+	2.5 – 2.7 = B
2.0 – 2.4 = C+	1.5 – 1.9 = C	1.0 – 1.4 = D	Below 1.0 = F

Semester Grades:

Semester progress reports, or “point-in-time” evaluations, will be issued at the middle of each semester and will serve as only a progress grade. This Progress Report grade will be reflected as either:

- **Pass (P):** Enough evidence to determine passing
- **Not Enough Evidence (NE):** Not Enough Evidence to determine passing
- **No Grade (NG):** No contact with student or no evidence submitted.

This grade will remain until changed by teacher or school official and will NOT automatically convert to an “F” as per existing grading policy. Your semester grade (final grade) will be the average of your performance level of each of the PSSTs covered during each semester.

Artifacts/Assignments:

You are expected to complete and submit all artifacts to ensure I have an ample amount of your work to determine your level of proficiency for each PSST. Each of your assessments will serve as an artifact of your academic performance. If you are absent, you must still complete these artifacts and ensure you submit them. You will have two days upon your return from an absence to submit any that were issued during your absence. Thereafter, it will be considered as not being submitted timely. Again, you are still expected to complete and submit all artifacts.

Citizenship and Life Readiness Skills:

Your Citizenship and Life Readiness Skills mark will consist of the following criteria:

1. **Engagement:** You are expected to participate in class. You must actively engage in cooperative learning and whole class discussions and activities, ask and answer questions, and remain on-task.
2. **Organization and Planning:** You are expected to take and organize class notes, maintain a portfolio of handouts and returned artifacts, ensure you have adequate supplies and instructional materials to support your learning, and manages time effectively to meet deadlines.

3. **Completion and Submission of Assignments:** You are expected to submit assessments in a timely manner. Even if not submitted timely, you are still expected to submit all assessments. Although I will accept late work as artifacts of your performance, late submissions will negatively impact your citizenship.
4. **Conduct:** You are expected to comply with classroom behaviors. Receiving a discipline referral(s) will negatively impact your behavior score.
 - a. Respect yourself, your classmates, and me
 - b. Wear your school uniform or approved attire for the day
 - c. Refrain from using electronic devices unless permitted for instructional purposes
 - d. Do not consume food and/or beverages and chewing gum
 - e. Profanity in any language will not be tolerated
 - f. Follow all LPUMS rules and regulations
5. **Accountability:** You are expected to take responsibility for your actions. When you commit a rules infraction, whether in the classroom or around the school, you must accept the fault and make amends to remedy the situation, usually started by offering an apology and stating a means of ensuring it does not occur again.
6. **Attendance & Punctuality:** You are expected to attend classes to maximize your learning opportunity. If you are absent, you must provide a parent note or doctor's note to excuse your absence. Absences of three or more consecutive days may only be excused using a doctor's note. You are also expected to report to class on time. Habitual tardiness to class will negatively impact your citizenship as well as result in the submission of a discipline referral.

Consequences

Failure to comply with the behavior expectations will result in the following:

1. Verbal warning
2. Parent communication
3. Detention/Work Detail (in class)
4. Referral to Administrator

Level/ points	Engagement	Organization and Planning	Assignment submission	Conduct	Accountability	Attendance and Punctuality
4	Displays leadership, takes initiative, always prepared	All notes, handouts and artifacts are neatly maintained in a portfolio	All submitted early or timely	0 minor offenses	Immediately accepts fault for his/her mistake without being asked	0 unexcused absences or tardiness
3	Stays on task, participates as expected, almost always prepared	90% or more of the notes, handouts and artifacts are neatly maintained in a portfolio	90% or more of assessments submitted early or timely	1–2 minor offenses	Is quick to accept fault for his/her mistake after being asked	1–2 unexcused absences or 3-6 unexcused tardiness
2	Sometimes off task, participates occasionally, usually prepared	70% or more of the notes, handouts and artifacts are neatly maintained in a portfolio	70% or more of assessments submitted early or timely	3 minor offenses	Eventually accepts fault for his/her mistake after being prodded several times	3–5 unexcused absences or 7-15 unexcused tardiness
1	Off task often, hardly participates, mostly unprepared	Less than 70% of the notes, handouts and artifacts are maintained in a portfolio	Less than 70% of assessments submitted early or timely	1 or more referrals to SSO	Doesn't accept fault for his/her mistake even with prodding	6 or more unexcused absences or 16 or more unexcused tardiness
NE	Not Enough Evidence, No Evidence, or No Effort					

Citizenship Rating:

21 – 24 points = **E**xcellent

15 – 20 points = **S**atisfactory

9 – 14 points = **N**eeds Improvement

< 9 points = **U**nsatisfactory

Health Safety Precautions:

- You are welcome to wear a face mask on campus.
- Practice frequent handwashing with soap and water. If soap and water are not available, use alcohol rub or hand sanitizer.
- Conduct a screening before you leave your house. If you feel sick, stay home.

Parental Involvement:

Parents, your involvement is critical to the academic and behavioral success of your child in school. It is my hope that you will provide a setting in the home for your child to complete his/her tasks. I trust that you will encourage your child to complete his/her tasks upon arriving home or at least prior to the next school day. I am seeking your support in encouraging your child to exhibit positive behaviors especially when your child is in school.

I will communicate with you especially when necessary relative to your child’s academic and behavioral progress in my class. I ask though that should concerns arise that you also communicate with me by calling the school at the number above or via my email address provided above.



Arlene Castro

Approved ()

Dr. Jim S. Reyes, Assistant Principal
Curriculum and Instruction

Dear Parent/Guardian,

Please read through the syllabus carefully. Upon completion, please provide the following information and sign the document. Please have your child return the signed document.

Thank you.

Student name: _____ Grade: _____

Mother's name: _____ Father's name: _____

Email: _____ Email: _____

Phone #: _____ Phone #: _____

Home address: _____

By signing below, we, _____ and _____ hereby
(Student) (Parent)

understand the expectations of being successful in your class. Please note that the teacher reserves the academic right to modify the syllabus as needed to ensure the success of your child or if the pandemic condition changes.

Student Signature

Parent Signature

Date

MEDIA/PHOTO PERMISSION:

By signing below, I, _____, parent of _____, do hereby grant authorization for Luis P. Untalan Middle School or media to take and use pictures and/or video of my child for educational purposes and/or for positive sharing in local media.

Parent's Signature: _____

Date: _____

PLEASE RETURN THIS PAGE AFTER COMPLETING ALL INFORMATION TO *Arlene Castro*.