

DARNELL COOKMAN MIDDLE/HIGH SCHOOL OF THE MEDICAL ARTS
CURRICULUM PAPER FOR ACCELERATED SIXTH GRADE SCIENCE

Course Title: Accelerated Sixth Grade Science

Instructor's Name: Doris Green- Eagle Team

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Darnell-Cookman Middle/High School of the Medical Arts Mission Statement:

To prepare students for collegiate success through a rigorous college preparatory curriculum integrated with professional medical standards emphasizing integrity, the pursuit of academic excellence, and a passion for lifelong learning.

Introduction and Course Description:

The purpose of this course is to provide opportunities to study concepts of life, Earth/Space, and physical sciences as integrated with the medical arts. The content will include, but not be limited to, the following: Practice and Characteristics of Science, Theories, Laws, Hypothesis, and Models, Energy and Water in the Atmosphere, Interactions of Earth's Spheres, Interactions of Humans on the Earth, Earth's Age and Structure, Earth's Processes, Earth in Space and Time, Our Sun, Energy Transformation, Speed, Friction and Gravitational Force, Net Force, Levels of Organization, Cell and Cell Theory, Human Body Systems, and Classification of Living Organisms. This course will integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability with the medical arts standards as appropriate to the content and processes of the accelerated sixth grade curriculum. This is a special course offered to gifted and highly advanced students. This course and the Accelerated Seventh grade course will compact three Comprehensive Science Courses into two years. The goal of this Accelerated Sixth Grade Science course is to get all necessary Middle School content mastered during two years so that students that qualify may be eligible to take a high school level Earth/Space course as an eight grade student at DCMS/H SoMA. Students will have the opportunity to achieve all Science benchmarks for grades 6-8 by the end of their seventh grade year.

Course Outline:

First Nine Weeks: Interactions on Earth

Integrations throughout the year will be concepts of Process Skills

Concepts: Safety in the classroom, problem solving, observing, predicting, inferring, classifying, measuring and calculating in SI units

Concepts: How to survive Science Fair Projects for the present/future and the Scientific Method via the Science Fair Project Model

Weeks 1-2: Rituals and Routines, Safety, the Scientific Method, and Tools for use in the Science classroom, Practice and Characteristics of Science, Theories, Laws, Hypothesis and Models

Week 3-5: Energy and Water in the Atmosphere

Week 6-7: Interactions of Earth's Spheres

Week 8-9: Interactions of Humans on the Earth

Second Nine Weeks: Earth in Space and Time

Week 1-2: Earth's Age and Structure

Week 3-4: Earth's Processes

Week 5-7: Earth in Space and Time

Week 8-9: Our Sun

Third Nine Weeks: Cells to Systems

Week 1: Levels of Organization

Week 2-4: Cell and Cell Theory

Week 5-7: Human Body Systems
Week 8-9: Classification of Living Organisms

Fourth Nine Weeks: Forces and Motion

Weeks 1 & 2: Motion
Weeks 3 & 4: Unbalanced and Balanced Forces
Weeks 5-7: Forces
Weeks 8 & 9: Gravity and Energy

Student Evaluation:

County Grading Scale in effect:

A=100-90 B=89.9-80 C=79.9-70 D=69.9-60 F=59.9-0

Grades will be documented on the **oncoursesystems** for both student and parent pre-view. However, tests, quizzes, and project grades will be posted collectively after all student papers on the team are evaluated including make-up tests and quizzes. These factors will cause delays in posting these grades depending on the complexity of each test or project.

Student grades will be determined based on a **weighted** percentile average by categories discussed below.

Test/Performance Assessment Activities/Projects = 40% (3 to 4 per quarter following chapters and/or units). Project grades are assigned test values for different parts. There usually is at least one performance assessment project per quarter. Detailed instructions will be given in advance with at least a week notice. Projects will be accepted late up to three days with a **10% reduction per day late**. After three days no credit will be given.

Quizzes = 20% (4 to 8 per quarter including folder check quizzes; section quizzes can be unannounced).

Homework = 10% (between 25-30 per quarter)

Bellringers/Warm-ups/Journal entries= 15% (daily activity; at least one is handed in and graded per week; Journals may be collected and graded at the end of a chapter/unit).

Class and Lab participation = 15% (based on participation rubrics during class, group work team evaluations and labs participation).

Extra credit = An extra credit opportunity *may be* offered each quarter to the entire class. Extra credit points will be counted **only if regular work was completed on time and projects were turned in by the due date**. Points may vary by project assignment. Details may be either given orally in class, written on the board or in a handout (located in the Extra Credit basket at the front of the room). **It is the student's responsibility to hear instructions or to retrieve materials.**

Educational Materials Needed Daily for this Course: The following student supplies will be required throughout the year for success in this class: at least one one inch **green three ring notebook**; two sets of folder dividers with tabs; pencil pouch; **numerous** pencils; red, blue, and black ink pens; **packs** of lined notebook paper; colored pencils; graph paper (4 x 4); hole reinforcements; calculator, and the school issued agenda book. Agenda books are issued at the beginning of the year and it is required that students write daily assignments in these. Additionally, agenda books are used as hall passes and a communication tool between home and school. Replacement agenda books may be purchased through guidance. It is suggested that you have another one inch folder at home for science fair materials for second semester.

Homework/Late Work Policy:

Bellringers/Journal activities are warm-up activities students are expected to complete immediately upon entering the classroom after writing homework assignments in their agenda books.

There is not any make-up opportunity for this activity. Homework is usually work assigned in conjunction with the concepts being studied in class at the time. These assignments are usually started with instructions in class than finished on the student's time. Unless otherwise stated, homework is due the following day at the beginning of class. It is considered late work if it is **not** available to be corrected at the time it may be checked in class. Our team late work grace policy is: ½ credit if turned in within three (3) days for the first quarter; within two (2) days for the second quarter; within one (1) day for the third quarter; and no credit for any late work for the fourth quarter. (Please note: even though work is late, it is **much** easier to overcome a "50" than a "0").

Attendance and Make-up Work Policy:

If a student is absent, s/he is required to bring a note signed by the parent with an explanation as to the student's absence, even for late arrival to school and early dismissal. This note must be delivered to Student Services for a re-admit slip to class. It is the student's responsibility to check the Teacher's Agenda posted for make-up work information and obtain missing assignments from the assignment box at the front of the classroom. The student's classmates are a ready source of information on what is needed. You should also check **oncoursesystem** for homework assignments. As per school policy, make-up work must be completed by the second class meeting following an absence. Students get one day per day absent for full credit on make-up work. Please place it in the Make-up basket on the same table as the assignment box. **It must be labeled with name, date, page number and activity to be counted for credit!**

Tests are pre-announced and should be taken on the day announced. In case of an absence on the day of a test, **the student will be expected to take the test the day s/he returns.**

Science Fair Project:

A Science Fair Project is required for this class. This **major** project will spread over the second semester of the school year. It will require both class instructional participation and individual effort. The first week of January, a time line of component parts will be handed out with homework, quiz, or test value assigned to each component. The final project due date will be announced in the future. This project spans two quarters **and will affect both quarter grades.**

Parent/Teacher Conference Information:

Parents who need to make arrangements for conferences need to call the guidance department (630-6800) extension 125 to arrange a conference with the team. **All conferences** are held as **a team of academic teachers** during A Day third period designated appointment times. Due to time restraints, you can not be late for your appointed time.

Progress Report Dates

September 23 & 24, 2009
December 2 & 3, 2009
February 24 & 25, 2010
May 12 & 13, 2010

Report Card Dates

To be announced after School Board approval

June 15, 2010 (Mailed)

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Mrs. Green's Curriculum Expectations and Syllabus

I have read, understand and agree to the information included above regarding Mrs. Green's Accelerated Sixth Grade Science Course.

Student and Parent(s) signatures are to be included on the form in the Eagle First Day take home packet. Please date the form in the packet and sign that the above document has been read.