Instructional Design: This will be a "Hybrid" course that combines online assignments with "Flipped" face-to-face classroom. Instead of a traditional lecture/lab format, we will use an eBook to introduce you to information before class. Then you will complete online homework that will give you the opportunity to identify any areas that need clarification. This is so that we can use class for elaboration of important concepts, explanation of anything that was unclear, and learning activities that are more effective than sitting and taking notes. Most of the lab periods will be used for field trips, but there will be some other inquiry-oriented sessions.

Required Platforms:

LMS=Blazeview: Learning Management System. Your VSU Account: Be sure to use the combined A&B section of ISCI 3103, not the single section you are registered for. This will be used for all class communications, listing your assignments, and access to various resources. (http://www.valdosta.edu/academics/elearning/blazeview-d2l.php) Free

CMS=Connect: Course Management System. McGraw Hill <u>Connect Plus</u> Version of Biology: The Essentials by Marielle Hoefnagels. This is a complete electronic version of the book and a versatile software product that will be the basis for most of your assignments. It is integrated with D2L, so you can access Connect from a direct link in BlazeView. Log into Connect and there will be instructions on how to purchase the product. You will be given a personal code in class that will give you access to the LearnSmart Labs we will use. To save money, you will purchase this directly from the publisher. (http://connect.mheducation.com/class/j-jones-fall-2014) $85.00

SRS=TopHat: Student Response System. We are testing a BYOD Bring Your Own Devise (SmartPhone, LapTop, I/Android Pad, Text Phone) as an alternative to traditional clickers. These will play an important part as th19(c)e wirc9BY r12(s)12(w10 Td)-15((e)14(to)2)19(c)-3(2

Expectations on ISCI 3103 Writing Assignments

Objective

Written assignments will reinforce class lessons and will help you to learn, outside the classroom, through your own thinking. Papers are an opportunity to display your knowledge through more than just exams or what you might or might not say in class. These assignments also allow you to show your own style of expression and personal interests, so you should take pride them.

Focus

Well-crafted writing always has a specific purpose. Every paragraph or paper should have a distinct thesis or central idea. You thesis should directly address the nature of the writing assignment. Decide on the topic and a specific case you want to make before you start writing. Write the thesis or topic sentence down and check back throughout the writing process to be certai that the work supports it. Concentrate on demonstrating your understanding of the scientific information.

Paper Organization

Before you begin to write, think through how you plan to develop your thesis and use an outline to structure the paper. An Introduction and Conclusion will be the first and last paragraphs of your paper. Start paper with something catchy to interest the reader. Make it perfectly clear, in this introductory section, what your point or central idea will be. Support that conce throughout the body of your paper. Paragraphs in the middle will be the Body of your text. Subheadings should be used for clarity. Your assignments in this class should usually be in first person. Avoid using statements such as “In this paper I will discuss…” since it is much more sophisticated to avoid this type of “crutch statement.”

Geological Sites

Class Field Trips

For some of the laboratory sessions, the class will visit a local site for an informal field science experience. You will be told in advance whether to meet at the site or travel with the class in a convoy. When a van is available, the van will leave promptly around 9:45 from the north door of the BSC. Meet outside of my office.

Local Sites

VSU Bike Trail

Meet in the Northwest corner of the parking lot behind the Student Recreation Center by the north side of the parking garage

Grand Bay Wildlife Management Area

Take Bemiss Rd. north past Inner Perimeter to Knights Academy Rd., turn right at sign for Grand Bay, go East for 4.7 miles and the big brown sign indicates the entrance on the left.

Dr. Bechler’s House

Go North from Campus on Oak Street, Turn left on Eager at Nor

7th Grade GPS Life Science Curriculum

Seventh grade students keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data they collect, seventh graders can recognize relationships in simple graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences. The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution.

Co-Requisite – Characteristics of Science Habits of Mind

S7CS1. Students will explore of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Understand the importance of and keeping honest, clear, and accurate records in science.

b. Understand that hypotheses can be valuable, even if they turn out not to be completely accurate.

Major Concepts/ Skills: Concepts/Skills to Maintain:

Diversity of living organisms, Characteristics of Science, Dichotomous key/classify (6 Kingdoms), Records investigations clearly and accurately, Structure and function of cells, Uses hypotheses, Tissues, organs, and organ systems, Uses technology, Purpose of major human body organ systems, Uses safety techniques, Heredity, genes, and successive generations, Uses scientific tools, Ecosystems, Writes clearly, Cycling of matter and energy, Organizes data into graphs/tables/charts, Biological evolution, Interprets graphs/tables/charts, Natural selection and fossil records, Asks quality questions, Analyzes/organizes scientific data via calculations and inference, Recognizes the importance of explaining data with precision and accuracy

S7CS2. Students will use standard safety practices for all classroom laboratory and field investigations.

a. Follow correct procedures for use of scientific apparatus.

b. Demonstrate appropriate techniques in all laboratory situations.

c. Follow correct protocol for identifying and reporting safety problems and violations.

S7CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents.

b. Use the mean, median, and mode to analyze a set of scientific data.

c. Apply the metric system to a scientific investigation that includes metric to metric conversion. (i.e. centimeters to meters)

d. Draw conclusions based on analyzed data.

7( )]TJ8Tc -0.00 Tc -0.00sc ssw -17. 13(l)9(l)119 Ter a( )-157(c)-3(i)6(ei)21(ng,)-6(a06(a(5ng,)-6(8)27(t7Tc -.)21(7(t7Tc) 01 Tc c)-3(.)2c) 01 T5(b)(e)-1(s)27

Reading Standard Comment
After the elementary years, students are seriously engaged in reading for learning. This process s