



Hillsboro School District Form

TAG 17A Course Description for Secondary TAG Students

Course: 7th grade science **Date:** September 10, 2012

Teachers: Blem, Collins & Shaner **School:** South Meadows Middle School

GUIDELINES

Board policy IGBB states that all required written course statements shall identify the academic instructional programs and strategies used to address the levels of learning and the accelerated rates of learning for the TAG students. Classroom instruction is based on assessment data, and modifications should be documented in lesson plans and grade books.

(See reverse side for options within each section.)

STEP 1: PRE-ASSESSMENTS TO DETERMINE LEVEL AND RATE OF LEARNING

The following assessments will be used to determine level and rate of learning:

1. State assessment data: OAKS test scores from 5th grade benchmark
2. Written pre-assessments by unit
3. Verbal pre-assessment on a case by case basis to further assess specific knowledge based on the results of the written pre-test. (if a question from the pre-test is partially correct, asking a clarifying question(s) verbally to more accurately determine a student's prior knowledge.)

STEP II: DIFFERENTIATION OPTIONS

Describe what differentiation options are available, and how differentiation will take place, in this course.

1. Advanced unit project/lab options: students may consult with teacher about possible projects related to the student's interest on current topic of study, utilizing higher thinking skills and/or higher level curriculum.
2. Differentiated/supplemental reading material: where district approved resources allow, students may be presented with articles/textbook segments with a higher reading level than the course textbooks.
3. Student designed inquiry: students are frequently challenged to create their own examples and research ideas in the context of experimenting and conducting scientific inquiry
4. Science fair projects: students have the option of conducting an inquiry project and presenting t heir project at the district level and/or at the Northwest Science Exposition at Portland State University.

STEP III: POST-ASSESSMENTS

Align with State and District requirements.

1. Unit projects: students complete a hands-on project as the last piece of each unit as a synthesis and culmination of the unit.
2. Unit tests: students are assessed with written exams at the end of each unit.
3. OAKS test in which 1/3 of the content is covered in 7th grade