

East Central ISD

Pre-Biology Framework



Last Updated May, 2018

PURPOSE

Pre-Biology is the instructional program that is used to service GT students and provide an accelerated and enriched opportunity for interested students in grades 6 & 7 for the preparation of taking Pre-AP Biology in grade 8 and taking the Biology End of Course exam at the completion of the program.

State Goal for Services for Gifted and Talented Services

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

CURRICULUM

Students in Pre-Biology are expected to master the district curriculum for grades 6, 7, & 8 before grade 8. The curriculum includes all TEKS in the science content areas for the grade level and is bundled into units of study as outlined in the district scope and sequence.

Instructional Practices

- ❖ 5E Instructional Model
- ❖ Project Based Learning
- ❖ Blended Learning Framework

Measurement Tools

- ❖ Quarterly & Semester Assessments
- ❖ Student Produced Projects
- ❖ Student Portfolios

Curriculum Documents *(7th-grade documents still are works in progress)*

- ❖ Year At A Glance (YAG)
 - [Grade 6 Pre-Biology](#) & [Grade 7 Pre-Biology](#)
- ❖ Instructional Focus Documents (IFD)
 - [Grade 6 Pre-Biology](#) & [Grade 7 Pre-Biology](#)

CURRICULUM AND INSTRUCTION

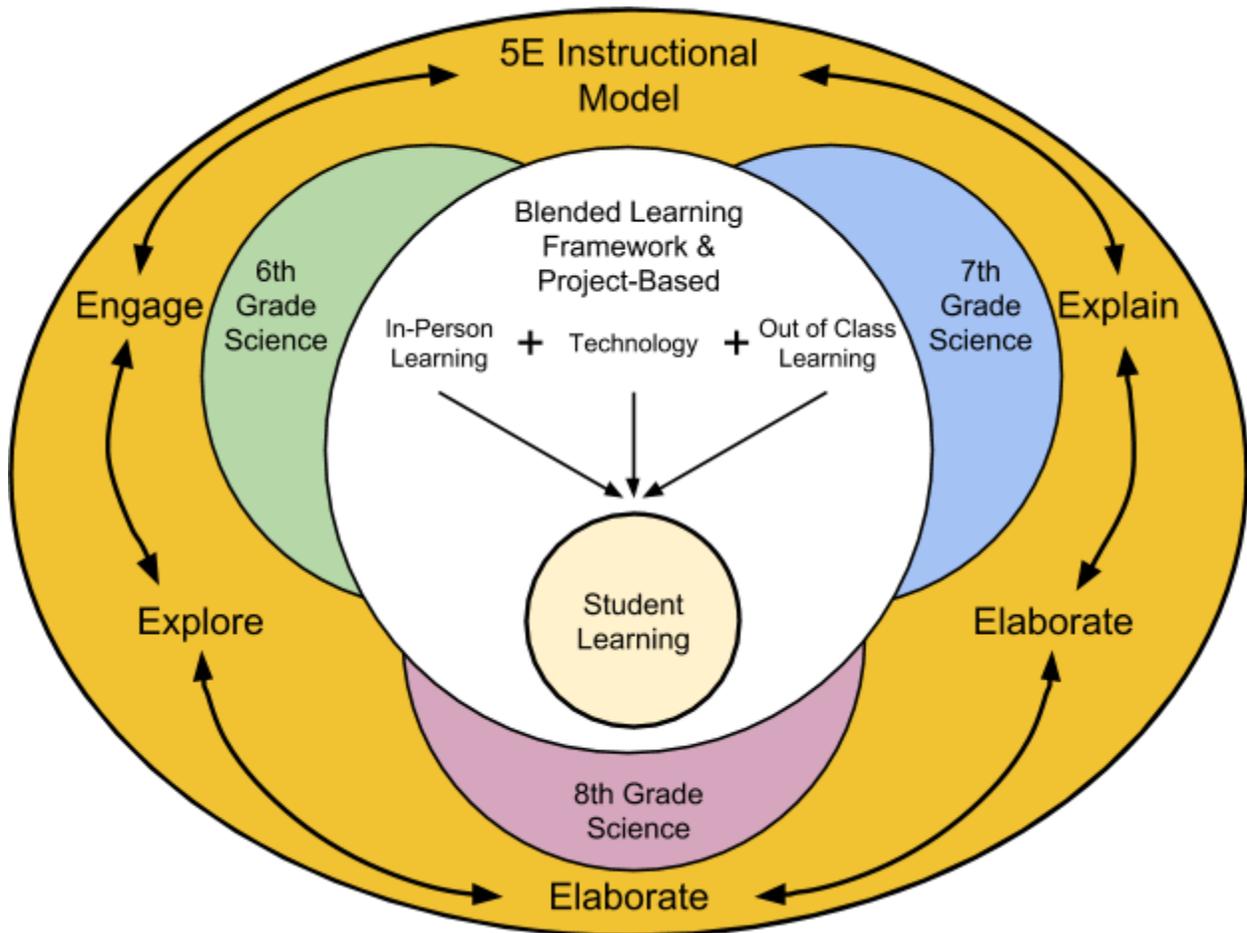
Districts meet the needs of gifted/talented students by modifying the depth and complexity of the curriculum and instruction ordinarily provided by the school.

IN COMPLIANCE	RECOMMENDED	EXEMPLARY
<p>3.1C An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).</p>	<p>3.1.1R Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p> <p>3.1.2R A comprehensive manual or program guide is provided describing all programs and services for gifted/talented students in grades K-12.</p> <p>3.1.3R Opportunities are provided for career and leadership assessment and training</p>	<p>3.1E Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p>
<p>3.2C A continuum of learning experiences is provided that leads to the development of advanced level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).</p>	<p>3.2R Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p>	<p>3.2E The opportunity for students who have been served in a gifted program for one or more years to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product is available through gifted/talented curricula</p>
<p>3.3C Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>	<p>3.3R Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>	<p>3.3E Scheduling modifications are implemented in order to meet the needs of individual students.</p>
<p>3.4C Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).</p>	<p>3.4.1R Curriculum for gifted/talented students is modified based on annual evaluations.</p> <p>3.4.2R Resources and release time for staff are provided for curriculum development for gifted/talented services</p> <p>3.4.3R District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.</p>	<p>3.4.1E Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, instructional techniques, and gifted/talented education</p> <p>3.4.2E The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.</p>
	<p>3.5R Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.</p>	
	<p>3.6R Student progress/performance in response to gifted/talented services is periodically assessed and results are communicated to parents or guardians.</p>	<p>3.6E Student progress/performance in response to gifted/talented services are periodically assessed using standards developed by experts in the areas served. Results are communicated to parents or guardians.</p>

Table Excerpt Texas State Plan For the Education for Gifted/Talented Student, September 2009

CONCEPTUAL MODEL

The model below illustrates the accelerated approach that teachers will use in both grade 6 and 7 Pre-Biology courses.



Scope and Sequence Development

Breakdown of the scope and sequence

- Explanation
- The thought process behind the creation

All standards for all students, but the vehicle to get students in the Pre-Biology course is different....

Below are the vertical connections across all three grade levels by domain and reporting category. This is not curriculum just a quick glance at the content to be covered.

QUARTERLY FOCUSES

Quarters	Grade 6 Pre Biology	Grade 7 Pre Biology	Grade 8 Pre-AP Biology
Q1 Focus	<ul style="list-style-type: none"> - Chemical Changes - Energy Resources and Transformations - Force & Motion 	<ul style="list-style-type: none"> - Plant Systems and Homeostasis - Periodic Table - Force and Motion 	<ul style="list-style-type: none"> - Cell Structure - The Cell Cycle - Cellular Processes for Homeostasis - Cellular Processes for Energy
Q2 Focus	<ul style="list-style-type: none"> - Global Weather Patterns & Catastrophic Events - Forces that Change Earth - Plate Tectonics 	<ul style="list-style-type: none"> - Force and Motion - Sun, Earth, and Moon - Components of the Universe 	<ul style="list-style-type: none"> - The Role of Nucleic Acids and Protein Synthesis - Genetics and Epigenetics
Q3 Focus	<ul style="list-style-type: none"> - Taxonomic Groups - Cells 	<ul style="list-style-type: none"> - Genetics - Ecosystems 	<ul style="list-style-type: none"> - Evolution - Taxonomy - Animal Systems
Q4 Focus	<ul style="list-style-type: none"> - Body Systems and Homeostasis - Plant Systems and Homeostasis 	<ul style="list-style-type: none"> - Interdependence Among Living Systems - Solar System 	<ul style="list-style-type: none"> - Plant Systems - Ecosystems - Current Developments in Biology