

# Biology Course Syllabus

Ms. Bay, Ms. Hooker, Mr. Martin, Ms. Read – Silverton High School

## Course Overview

This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physical science course is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized.



**Learning Target Sequence** - This is what we will be learning and how we will evaluate progress.

% Final Grade

1<sup>st</sup> Semester Units with Learning Targets

30%	Molecules to Cells - LT1 <i>I can explain how molecules are organized into cells.</i>	Supporting targets for each unit will carry the following weight:  Tests - 55% Labs* - 30% PM** - 15%
30%	Cells to Organisms - LT2 <i>I can explain how cells are organized into organisms.</i>	
30%	Heredity - LT3 <i>I can explain how genetic variation arises and how characteristics are passed on from one generation to the next.</i>	
10%	Final Exam - Comprehensive test over semester's Learning Targets. Last chance to improve LT1, LT2, and LT3.	

% Final Grade

2<sup>nd</sup> Semester Units with Learning Targets

30%	Ecology, Energy, & Matter - LT4 <i>I can explain how energy flows and matter cycles in ecosystems.</i>	Supporting targets for each unit will carry the following weight:  Tests - 55% Labs* - 30% PM** - 15%
30%	Ecological Interactions - LT5 <i>I can explain how ecosystems respond to disturbance and interactions.</i>	
30%	Evolution - LT6 <i>I can explain that all life is related and that populations change over time.</i>	
10%	Final Exam - Comprehensive test over semester's Learning Targets. Last chance to improve LT4, LT5, and LT6.	

\*Labs *I can use the inquiry process as a controlled and data-driven means to investigate scientific questions.  
I can use the engineering design process as an iterative and productive means of problem solving.*

\*\*Personal Management *I can turn in quality work on time and participate appropriately in labs, activities, and discussions.*

## Assessments

For each unit, supporting targets will be assessed by tests, labs, written work, presentations, and other activities that will be scored using the criteria below. Rubrics will accompany all graded work.

5 = Exceeds Standard (E)

4 = Meets Standard (M)

3 = Nearly Meets Standard (NM)

2 = Beginning (B)

N = No Evidence (the assignment/test was not turned in and counts as a 1 in the gradebook)

## Growth Model

Tests – If you are absent for a test, expect to take it the day you return or the soonest RIE.

- You may improve a learning target score by retaking the test. All unit work must be completed before retaking a test.
- Retake tests are similar, but not identical and you only need to retake the supporting target(s) that you want to improve.
- Retake tests must be completed before due date set by teacher.
- If needed, the third opportunity to demonstrate your learning will be the semester final.

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Quizzes – Practice quizzes do not count as part of your grade, but rather serve as practice for the test and as an indicator of where your strengths and weaknesses are so that you can prepare for the test more effectively.

Non-test Assignments – These include labs, written papers, presentations, etc. You may turn in your work early with the option of repairing it by the due date. No repairs are accepted after the due date. If you miss the due date, the target(s) for that assignment will receive an N (no evidence) with no chance of make-up.

Notebook – you will keep a notebook for taking notes, completing homework & non-graded assessments, etc. Notebook will be checked for PM\*\* points on test days.

**Semester Grades:** Letter grades are determined by averaging scores for each unit (Learning Target) and the final exam, using the conversion scale below:

Ave. Score	Description	Letter Grade
4.5 - 5.0	Mastery at a very high level. Student needs to Meet or Exceed the majority of targets.	A
3.5 - 4.4	Learning strongly in place and well equipped to move forward. Student needs to Meet most targets.	B
2.5 - 3.4	Basic understanding. Minimum knowledge and skills to move forward with most targets at Nearly Meets.	C
1.5 - 2.4	Many learning targets have not been met. Student may move forward but will lack prerequisite learning and interventions may be necessary.	D
0.0 - 1.4	Student has not mastered enough learning with most targets missing or at beginning stages. Student will not receive credit and will have to repeat the course.	F

**Contact Information:**

<i>Teacher</i>	<i>Room</i>	<i>Phone ext.</i>	<i>Email Address</i>
Ms. Bay	B202	3773	Bay_clarissa@silverfalls.k12.or.us
Ms. Hooker	B207	3767	Hooker_patricia@silverfalls.k12.or.us
Mr. Martin	A203	3758	Martin_chris@silverfalls.k12.or.us
Ms. Read	B200	3780	Read_shari@silverfalls.k12.or.us

**Student and Parent Signature**

Parents and/or Guardians, please sign on the line below to indicate that you have read the Biology course syllabus (you do not need to detach this part of the page--we will just check it off--and your student may keep the entire syllabus for reference). Please do not hesitate to contact your student's teacher with any questions or comments you may have regarding the class or your student. We look forward to this year and working with your student.

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Student Name (print)

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Student Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date