



Biology

Course Syllabus 2021-2022

Samantha Scott samscott@hcps.org

Course Description

This course explores the core topics associated with structure and function, the inheritance and variation of traits, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and natural selection and evolution. The relationships between key biological and earth science principles are also featured, including Earth history and Earth and human activity. Successful completion of this course earns one required Science credit.

Goals for Student Learning

Students will have the opportunity to engage and grow in the following areas:

NGSS: Next Generation Science Standards : <https://www.nextgenscience.org/overview-topics>

Disciplinary Core Ideas:- *Structure and Function* - *Matter and Energy in Organisms and Ecosystems*

- *Interdependent Relationships in Ecosystems* - *Inheritance and Variation of Traits*

- *Natural Selection and Evolution*

Science and Engineering Practices: <https://ngss.nsta.org/PracticesFull.aspx>

- *Asking questions and defining problems* - *Developing and using models*

- *Planning and carrying out investigations* - *Analyzing and Interpreting Data*

- *Using mathematics and computational thinking* - *Constructing explanations and designing solutions*

- *Engaging in argument from evidence* - *Obtaining, evaluating, and communicating information*

Cross-cutting Concepts: <https://ngss.nsta.org/CrosscuttingConceptsFull.aspx>

- *Patterns* - *Cause and effect* - *Scale, proportion, and quantity* - *Systems and system models*

- *Energy and matter* - *Structure and function* - *Stability and change*

Textbook and Materials

- School issued laptop computer and charging cord
- Earbuds/headphones
- Student planner
- Binder with paper
- (2) Pencils
- (2) Pens- 1 black or blue and 1 of another color
- Colored pencils (optional)

Course Outline

This is a general overview of the concepts and topics for the year:

- *Introduction to Biological Systems/Biochemistry*
- *Cells, Systems, and Homeostasis*
- *Molecular and Applied Genetics*
- *Evolutionary Biology*
- *Ecosystems, Biodiversity, and Human Impact*

Lab Expectations

CLOSED TOED SHOES ARE REQUIRED FOR ALL LABS! If you don't have closed toed shoes on a lab day you cannot participate in the lab! Long hair should be pulled back and sleeves should be up as well!

HCPS Grading Policy

| Examples of Product, Process, and Practice | | |
|--|--|---|
| PRODUCT (50%) <i>Culminating Demonstration of Knowledge</i> | PROCESS (30%) <i>Addressing Specific Short-Term Learning Outcomes</i> | PRACTICE (20%) <i>Building Attitudes, Habits, and Skills</i> |
| Does it measure how well students achieved specific learning goals, standards, and/or competencies? | Does it provide feedback to students regarding growth towards the attainment of specific learning goals, standards and competencies? | Does it allow students to practice skills and/or reinforce content learning? |
| <ul style="list-style-type: none">• Primarily completed in presence of teacher• Rubric aligned to standards• Accuracy graded | <ul style="list-style-type: none">• Primarily completed in presence of teacher• Rubric aligned to standards• Accuracy graded | <ul style="list-style-type: none">• Graded for completion and participation |

****Extra credit will not be given for non-academic purposes****

Absent Work Policy

All assignments should be submitted on time. Students will be given the number of class periods equal to the number of lawful class periods absent to turn in completed make up assignments without penalty.

Late Work Policy

All assignments should be submitted on time in order to earn full credit. Any assignment, (*product, process, or practice*) will be allowed to be turned in late for one letter grade deduction from the grade a student earns on the assignment. In order to earn credit for late assignments, students must submit assignments by the end of the day on Wednesday (except for the last week of the quarter) following the designated HAC update. Students are only able to submit assignments that have an established due date within the grading window before the designated HAC update. Assignment that are turned in for late credit will be identified by a footnote in HAC to include a statement about the deduction of a letter grade due to the lateness of the assignment.

| Grading Window | Designated HAC Update | Late Work Due Date |
|---------------------------|-----------------------|---------------------|
| September 8- September 24 | September 24 | September 29 |
| September 27- October 13 | October 13 | October 20 |
| October 14- October 29 | October 29 | November 5 (Friday) |
| November 8- November 19 | November 19 | November 24 |
| November 22- December 10 | December 10 | December 15 |
| December 13- January 13 | January 13 | January 21 (Friday) |
| January 24- February 11 | February 11 | February 16 |
| February 14- February 25 | February 25 | March 2 |
| February 28- March 11 | March 11 | March 16 |
| March 14- March 25 | March 25 | March 31 (Thursday) |
| April 1- April 22 | April 22 | April 27 |
| April 25- May 6 | May 6 | May 11 |
| May 11- May 20 | May 20 | May 25 |

Academic Integrity

Academic integrity is taking responsibility for the quality and completion of one's own work. Academic dishonesty is taking someone else's work and claiming it as one's own. Students at Bel Air High School are responsible for knowing what is considered to be Academic Dishonesty and the subsequent consequences. More information can be found in the BAHS Student Planner.

Classroom Rules and Procedures

This course has a strong emphasis on inquiry-based learning of life science phenomena and is designed to promote student discussion with an exchange of ideas between students and teacher. Student participation in all classroom activities and discussion is essential to learning and not optional. It is the expectation that students will follow all safety rules in safety contract for the classroom, computer use, and use of lab equipment. It is important to follow all directions given by teacher right away.

It is my job, as a teacher, to maintain a safe environment that promotes learning. Therefore, disruptive, inappropriate, and disrespectful behaviors will not be tolerated. Students should be seated and have begun the warm-up exercise before the late bell rings. Food and gum are always prohibited in the classroom/lab. Should a student fail to meet one of these expectations listed above, the following consequences will result:

- 1st Offense: Conference with the student to try to resolve the problem
- 2nd Offense: Student will be given a detention with the teacher and parents/guardians will be contacted
- 3rd Offense: Student will be referred to the office so that disciplinary action may be taken. Parents/guardians will be contacted.

Cell Phone Policy

- Students will place their cellphones in a teacher designated area as they enter each classroom. Teachers will review with students the specific location for each room. The

phones will remain in the teacher designated area unless teachers explicitly tell students to take out the phones for instructional use.

- Cellphones will remain in the teacher designated area during bathroom visits, assemblies and trips to the nurse/counseling office/main office.
- Cellphones will be retrieved from the teacher designated area at the end of class at the direction of the teacher.
- School-appropriate cellphone use is permitted during class changes and lunch. Students are not permitted to make phone calls during school hours.
- If the cell phone policy is violated, it is a referable offense.

Expectations to Meet when Communicating Electronically with School Personnel (teachers, counselors, support staff, administrators)

✓ **Use HCPS Student Email Only**

- When it is necessary to send an email, email directly through your HCPS-student account. Students should not initiate communication with teachers via personal emails.

✓ **Include Course/Period (Ex: English 10/2A) in the subject line of the message.**

- Failing to use your HCPS account and/or include **Course/Period** in the subject line may delay or prevent a response.

✓ **Adhere to the following writing standards**

- Begin all email correspondence with an appropriate greeting/salutation.
 - Ex: *Hi, Ms. Jones,*
 - Tone is easily misunderstood in electronic exchanges; skipping this step can make your email sound unintentionally rude.
- Provide some context for the purpose of your email.
 - Ex: *I'm emailing you because I can't remember how to submit my assignment on Itslearning.*
 - Teachers will need this context to provide you a specific response.
- Make sure that your questions are direct but politely worded.
 - Ex: *Can you please remind me where I can find these directions?*
 - If your questions are too vague, your teacher will not be able to determine how to help you.
- End your email with an appropriate closing.
 - Ex: *Thank you for your help.*
 - Skipping this step can make your email sound too curt or demanding.
- Include your name after the closing.
 - Ex: *John Doe*

Proofread and spell check before you hit "send."

Sending an email with multiple typos is unprofessional and can interfere with the clarity of your message, as can use of abbreviations and slang. Email communication with school personnel is not synonymous with posts on social media such as Twitter or Snapchat. Punctuation matters. Capitalization matters. Formal language matters. Use these writing conventions consistently and purposefully, just as if you were communicating with your boss in a workplace setting.

Syllabus Acknowledgment Form

This form is due on Friday, September 17, 2021.

SCHOOL: Bel Air HS
CLASS: Study Skills
INSTRUCTOR: Ms. Scott
YEAR: 2021-2022

PARENT / GUARDIAN NAME: _____

PARENT / GUARDIAN SIGNATURE: _____

STUDENT NAME: _____

STUDENT SIGNATURE: _____

DATE: _____

Parents/Guardians - do you prefer to communicate through telephone or email?

- telephone _____
- email _____