



Biology A - Course Syllabus 2017-2018

Instructor: **Melinda Heiner**

Room 203

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Phone: 541 494-6250 (CAHPS main phone line) or 541-494-6344 (shared science office phone)

Parent/Student Resources:

“Synergy” website:
synergy.district6.org

To track grade & attendance see posted announcements
about upcoming due dates and hard deadlines

Course Overview:

This course is designed to give students an in-depth look at biology and how it relates directly to the understanding of the workings of the living world. Students will specifically learn how biology relates to important fields such as health, medicine, the environment and nature. This course will consist of a number of laboratory activities and projects designed to help demonstrate the importance of the biological sciences and to help the students master the subject material. Literacy is emphasized through scientific readings and writing throughout the course.

Course Learning Targets:

1) Biological scientific inquiry/ scientific method Students will demonstrate understanding of...

- The steps of the scientific method
- Proper design and implementation of a scientific investigation
- Proper analysis of scientific data (including data collection and graphing)
- Forming a conclusion based on analysis of data
- Basic definitions of “life” and processes unique to living things

2) Molecular Biology Students will demonstrate understanding of...

- Basic chemistry as it relates to biology (bonding and molecular structure in particular)
- The properties of water and why water is essential for living things
- The four essential types of organic macromolecules and how they compose cellular structures and are involved in critical cellular processes
- Metabolic processes that create macromolecules and break them down in living things

3) Cells Students will demonstrate understanding of...

- How the structures of organisms enable life’s functions
- The cell as the basic unit of structure and function in a living thing
- Differences between types of cells (plant, animal, bacteria)
- How cells transport materials across a selectively permeable membrane
- The parts of a microscope and proper use of a microscope in scientific inquiry

4) Energy in Living Organisms Students will demonstrate understanding of...

- How energy and elements cycle through biological systems (photosynthesis and cellular respiration)
- Pigments and their importance in the process of photosynthesis
- The relationship between plants and animals in energy cycles

5) Reading and Writing like a Scientist

Students will be able to...

- Read closely and find explicit information in science texts
- Precisely follow a complex multi-step procedure when carrying out experiments, taking measurements, recording data, etc.
- Analyze the structure of the relationships among key terms and concepts in a scientific text
- Identify quantitative information in a text when expressed visually (tables, charts, graphs) and in words

BIOLOGY BINDER: In order for students to be successful in personal management, organization is key. I require that students keep a SEPARATE BINDER for biology handouts with 4 tabs. A standard 1 ½ " binder is fine. Tabs should be labeled as follows:

- 1) **NOTES** (these become the TEXTBOOK for the course)
- 2) **WARM-UPS** (and exit tasks... usually on same sheet of paper)
- 3) **ASSIGNMENTS** (targeted assignments, study guides, homework, etc.)
- 4) **LABS**

Grading

Approximately 60% of Grade– “Mastery of Learning Targets” as demonstrated by:	Approximately 40% of Grade– “Application of Learning” as demonstrated by:
Unit Tests	Labs /Scientific Inquiry **2 labs will be ESSENTIAL ASSIGNMENTS (must earn 70% minimum or revise and resubmit)
Quizzes or check-ins	Activities that show student’s ability to apply their new knowledge
Targeted Assignments*: Graded assignments that help demonstrate student’s current level of understanding/ progress towards mastery of learning targets	Projects

LATE WORK POLICY: Assignments and labs will have assigned “DUE DATES” and may be checked off or turned in on that due date. Students MAY turn in late assignments FOR FULL CREDIT up until the “**HARD DEADLINE**” (usually the day of a unit test). After the unit is completed, any missing work will NO LONGER BE ACCEPTED. Certain projects may also have their own hard deadline dates and points will be deducted if the project is turned in after the hard deadline. Students will receive multiple notifications of missing assignments, especially as the end of a unit is approaching. Grades are posted regularly in the classroom with missing assignments highlighted.

LAB MAKE-UP POLICY: If you do miss a lab, **you must make arrangements with your teacher to come in to make-up the lab within a timely manner.** This usually means within a day or two. Many biology labs have consumable supplies that are only available for a short period of time.

GRADE DETERMINATION: No assignments are “weighted”. Grade is based on total points earned. Overall points will be entered into the gradebook and overall grades will be determined as:

A = 90% and above B = 80%- 89% C= 70%-79% D= 60%-69% F= 59% and below

TEST DAY AGREEMENT:

- Test days will be announced and posted far in advance. It is understood that students will take tests on the designated test day. **Unexcused absences on test days will result in being able to make up the test for only 70% of the points earned.** Excused absences must arrange to take the test within 1-2 days after the absence.
- Cell phones on test day: Students may not have out or access cell phones during testing days. If a student needs to use the bathroom during the testing period, he/she will be asked to leave their cell phone in the classroom while using the bathroom.

I have read and understand the test day agreement stated above: _____
(student signature)

TEST RE-TAKE POLICY: Instead of a cumulative final, students will have the opportunity to **retake ONE unit test at the end of the trimester.** Special review will take place to help students prepare for the test retake. Only scores that IMPROVE will be recorded in the gradebook.

CHEATING: I feel strongly that cheating is a moral and ethical issue. I believe that integrity and effort are more strongly correlated with success in life than a high grade. Students caught copying homework, LAB WORK, class work, or answers on a test/quiz will receive NO CREDIT on the assignment. **This includes having pictures of any school work on cell phones or other devices.** Both the student caught copying and the student whose paper is being copied will receive NO CREDIT on the assignment. In addition, students are NOT allowed to discuss the contents of a test to other students who have yet to take that test. If they do, they will receive NO Credit on the test. If your student is caught in any of these cheating situations, you as parents / guardians will be contacted.

STUDENT'S RESPONSIBILITIES

Mastering the learning targets in Biology A requires students to **actively think** about what they know and to relate that to new ideas to be learned. To be successful, students must:

1. Be **actively involved** in class, **ask questions, contribute** to discussions
2. **Complete or attempt all assignments and labs.** All assignments are designed to help you learn. They are not busy work.
3. **Ask for help and ask questions** of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don't understand.
4. **Do your homework on time** so that you are not slowing the class down by not being prepared.
5. **Prepare in advance** for tests and quizzes and group learning activities like Socratic Seminars. Review notes, re-read material and study guides completed in class, find someone that you can verbally explain concepts to ahead of the test (if you can explain it well to someone, you know it).
6. **Do not distract** self and/or others students from the opportunity to learn.
7. **Follow the guidelines** set by the school and the district student behavior code. Come to class **on time and prepared** with materials
8. **In group-work, use the 95 / 5 rule...** (95% biology / 5% social, only after the biology is done!)
9. Remember that **cell phones** and other electronic devices **should be OFF & out of sight** unless explicitly teacher approved for a given activity & then it must only be used in the manner approved. If such devices are out or disrupt class by ringing, a cell phone referral will be issued as per CAHPS discipline policy.
10. **Be safe** and follow all lab safety rules at all times
11. **Be respectful** to the teacher, fellow classmates, and any guests to our classroom (guest speakers, substitute teachers, student teachers, etc.)

PARENTS

If you need to contact your student for an emergency or other reason during the school day, PLEASE call the school phone number (541) 494-6250 and your student will be contacted. Please do **not** call or text your student’s cell number during class because it causes disruption to your and other student’s learning.

The simplest way to reach me is by email (melinda.heiner@district6.org). I generally respond to emails within 24 hours and no longer than 48 hours. For student help outside of class, I am available mornings before school (every day) and lunches (except Fridays). I am generally NOT available after 4:00pm unless special arrangements have been made.

..... **Cut here!**

BIOLOGY A SYLLABUS ACKNOWLEDGEMENT FORM

Note: Please read this syllabus carefully and sign it, have your parents/guardians read it and sign it, and return this portion to me by _____ Be sure to place the rest of this document into your binder for Biology A

I have read and understand the course expectations and policies:

Print Student Name (Please print neatly)

Student Signature

You, your daughter/son, and I are partners in your students’ education. You can help him/her succeed by checking with them as often as possible about their progress and looking with them at their assignment completion and/or needs. Please also plan on attending parent/student teacher conferences October 25th and 26th. Contact me any time with questions or concerns.

Parent/Guardian Signature

Parent/Guardian Email – please print neatly

Best Phone Number(s) to reach you

First preference: _____

Second option (if available): _____

It is often easiest to call during the day. Is it okay to call you at work if there is something I would like or need to talk to you about your student? *Circle one* Yes No

If yes, work number: _____