

Student Performance Expectations

CP Biology

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Office Hours: Wednesdays in Room E2308, Thursdays in Room E2308

COURSE DESCRIPTION:

Biology is a college preparatory, laboratory science course designed for students in the eleventh grade to gain conceptual understandings and scientific reasoning skills in biology. The course will build upon a student's prior knowledge of chemistry and broader scientific concepts as they make connections between the concepts of biology and their everyday world. Students are introduced to biological topics including: biochemistry, the cellular basis of life, the relationship between form and function within organisms, genetics and heredity, evolution, the unity and diversity of life, classification, the interdependence and relationships in ecosystems, and biotechnology through simulations, readings, and laboratory activities.

COURSE OBJECTIVES:

At the end of this course, students will be able to:

- *Apply* methods of scientific inquiry in biology
- *Explain* the historical context of biological discoveries
- *Evaluate* information by discriminating between science and non-science
- *Evaluate* and *interpret* quantitative data using the scientific method
- *Analyze* and *interpret* experimental data using graphs
- *Practice* safety and proper techniques in the laboratory
- *Write* accurate and logically coherent CER's about biology topics
- *Identify* basic molecular structures and classify them
- *Explain* the relationship between form and function at various levels of organization
- *Describe* living systems, including their nature, organization, interaction and evolution
- *Describe* the flow of energy and matter within and among organisms
- *Outline* major metabolic processes such as photosynthesis and respiration
- *Articulate* and *describe* the biochemical processes that lead to a protein product
- *Compare* and *contrast* mitotic and meiotic cell division
- *Explain* and *describe* the flow of genetic information
- *Apply* the principles of genetics to predict hereditary outcomes
- *Explore* evolution to *explain* the unity and diversity of life
- *Describe* evolutionary relationships as depicted by cladistic diagrams
- *Classify* the diversity of life

COURSE BEHAVIOR EXPECTATIONS:

Our classroom will be one that fosters positive relationships and an outstanding learning environment. It is expected that you will only use your cell phone when appropriate (i.e. looking up information, taking pictures of whiteboard/microscope)

COURSE MATERIALS:

- Pen/Pencils
- Notebook/Folder/Binder (Your choice on how you do best!)
- Students are encouraged to BYOD (bring your own device)
- Textbook - A digital copy of the textbook is provided on Google Classroom; a physical textbook is optional and will need to be signed out <https://bodell.mtchs.org/OnlineBio/BIOCD/text/index.html>
- **Proper Lab Attire** will be announced as needed

COURSE GRADING:

Students will complete a variety of in-class activities, homework and independent study to build their understanding. The student's final grade is based on a total point system. Each graded assignment is given a value and the grade earned is based on the number of points received out of the total points allowed. The **total points** earned divided by the total points allowed for the semester will determine the final grade. LATE ASSIGNMENTS: Assignments will be deducted one letter grade for each class day that it is turned in late; four days or later and the maximum attainable score is 60%.

GOOGLE CLASSROOM:

Course resources will be posted on Google Classroom as they become relevant. Please let the instructor know if you have trouble accessing Google Classroom at any time. Almost all assignments and notes will be distributed electronically for your review.

CLASS DISCUSSION:

Class discussion is an essential part of this class. The purpose of a class discussion is to promote dialogue about a particular topic or topics. It is through this dialogue and articulation of ideas that true learning can take place. Students have often asked us, "How can I be present in class?" Students who do well are those that are not afraid to ask questions and think about concepts. Students that only think about what is taught in the eighty-four minute time period that we have class typically have trouble at assessment time. As such, it will be our goal throughout this school year to make sure that we give you as much of a chance to think about the concepts. In order to take full advantage of this time we highly recommend that you:

- 1) Ask clarification and probing questions while participating in discussions to build your own mental model and compare it with your peers.
- 2) Do not fear being wrong in class, instead view it as a learning experience and a way to analyze your own thinking.
- 3) Constantly self-reflect during class discussions. You may find that this leads to altered habits.
- 4) Grapple with a problem for the sake of learning how to problem solve, rather than asking for the "correct answer" to take the easy way out.
- 5) Make as many connections between prior knowledge, new concepts, and real life as possible.

Please reach out via email if you have questions or concerns throughout the year!

You are not limited to my extra help. If you have questions and want to get help on a day that I am not doing extra help, you may attend any other biology extra help:

Tuesdays E-2308 with Mr. Runion
Wednesdays E-2308 with Mrs. Pagodin
Thursdays E-2308 with Mr. Corisdeo