Advanced Biology

9/10 Exercise Science Academy

Course Information Sheet

Windsor High School

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Room E102

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Web Access: www.perrill.weebly.com

Grades: jupitergrades.com

Welcome to Advanced Biology and the XSci Academy! This year will prove to be both exciting and challenging as we explore the many wonders of Biology and it’s link to physical movement and fitness. This course is designed as a full-yea, introductory biology course. My goal is to introduce students to important and relevant topics within the field of biology while preparing them for their junior and senior years in high school as well as continuing education in college, trade school and/or the work force.

# Course Outline

Students will continue their study of biology through the following units: The Nature of Science and the Scientific Method, Biological Molecules and Processes, Cellular Reproduction and Inheritance Patterns, Genetically Modified Organisms, and Human Interactions in Ecosystems. All units follow the standards set out in the Next Generation Science Standards (Life Science, Science and Engineering Practices) and the Common Core State Standards. My goal for this course is to make all topics relevant and applicable for students.

**Grading Policies – Skills Based Grading**

In this course, students will be assessed on their mastery of skills, not on a compilation of work. All skills are from the Next Generation Science Standards (NGSS) and the Common Core State Standards (CCSS). Skill levels are assessed on a scale of 0 – 4, the scale below is adapted from Robert Marzano (2006) and Catlin Tucker (2015).

**Marzano’s Scale – with descriptions of skill levels**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4** | **3** | **2** | **1** | **0** |
| Student can do all at a level 3 score performance. In addition, **in-depth** **inferences** and applications of the content or skill demonstrate mastery of the content and skill. Student can go beyond what was explicitly taught and apply knowledge to new situations. | No major errors regarding any of the information or processes that were explicitly taught in class. Student begins to apply knowledge with minor mistakes to outside phenomena or new situations | No major errors regarding the basic details of the process or skill; major errors or omissions in more complex concepts and processes. | With help, student demonstrates partial understanding of some of the simpler details, skills and processes. | Even with help, no understanding or skills is demonstrated. |

**Scale Translated for Students: Adapted from Tucker (2015)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4 | 3 | 2 | 1 | 0 |
| I can make connections to content taught in class to other issues not explicitly taught. I can apply my knowledge to new situations correctly and without help. | I can do everything that was taught without making any major errors. I can apply my knowledge to new situations when given additional help or assistance. | I can do all the easy parts of what was taught. I make small mistakes but I understand. I can’t do the harder parts of a problem or I can’t see how to apply the skill to new situations. | With help, I can do some of what was taught. | I don’t know or can’t do any of this. |

**Justification of Skills Based Grading for students and parents:**  
Students will be assessed on their skill levels at various times during the semester. They will be practicing all of the above skills throughout the semester. It is important to note that students are not expected to master a skill on their first try.  Students will **need to practice** their skills often (homework and class work) in order to work towards mastery. When students improve, their previous lower grades for a particular skill will not be averaged in to their overall skill level and will "disappear" from their grade calculation. Students' overall grades in Advanced Biology will be calculated using an average of the skill levels in the different categories. For a translation of the above scale into letter grades, please see the class website.

\*\***LATE ASSIGNMENTS WILL NOT BE ACCEPTED**! It is the student’s responsibility to complete and turn in all assignments on time. Homework and some class work will be checked periodically at the start of class. These scores will be listed in the “practice” category of the grade. In addition, students will be given 4 late passes per semester. With these passes, late assignments may be turned in for full credit up to one week past the original due date.

**Tardies and cell phone usage** will count against a student’s academic engagement grade. If a cell phone is used during class without teacher permission, students are ultimately not engaged in the classroom learning environment. Students are expected toturn off and put away all electronic devices before entering the classroom. Cell phones are strictly prohibited during test and quiz times.

**Absences**

Students may only turn in work past the due date in the event of an EXCUSED absence. If you are truant, you may not make up any work that was missed. Absent work must be turned in with the proper forms before or after class. Please do not ask for or turn in absent work during class time, these issues should be addressed during break, at lunch or after school. Students will be given one week from the date of their absence to make up absent work.

# Academic Integrity

All assignments are expected to be in your own words, even when working in groups! Cheating and/or copying of any kind will not be tolerated and you will be given a zero on the entire assignment without the opportunity to make it up. Copying also includes cutting and pasting from the Internet. This is plagiarism and it is illegal and students who engage in this activity will not be given credit for the work. The Windsor High School Academic Honor Code that you and your parent signed will be adhered to in all circumstances. In addition, cell phone use during a test or quiz will result in a zero on the assignment without the ability to make up the test. Academic referrals will also be issued to counselors in the event of any copying of work.

**Classroom Procedures and Expectations**

* Be IN YOUR SEAT and prepared for class when the bell rings
* If you are late, and I have already stamped/collected the homework, I will not accept your homework for that day (see section on late work)
* Be on task and a contributing member of the classroom environment.
* Respect yourself and all other people in class AT ALL TIMES
* No food or drink in class. Water, coffee or tea is ok in sweat-proof containers.

**Required Materials**

* Textbook: (provided)
* **Large (11” x 8.5”),** **5 subject spiral notebook** (at least 200 pages) – the *Mead 5-Star Notebook* is the best, however, you may purchase any brand you wish
* Colored pencils (provided in limited quantities, **own set HIGHLY recommended**)
* Ruler (provided in LIMITED quantities)
* Pen/pencil
* Glue or glue sticks (provided in limited quantities, **own glue HIGHLY recommended**)
* A gmail address, if you do not already have one, please create one with the format of [firstname.lastname.whs@gmail.com](mailto:firstname.lastname.whs@gmail.com) (or something similar and professional)

Please return this **entire** syllabus at the beginning of our next class for a homework grade.

**Parent/Student Agreement**

I have read, I understand and I agree to follow all of the rules, procedures and policies outlined in the previous pages.

Student Name (print)

Student Signature Date

Parent/Guardian’s Name

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Parent/Guardian’s Signature Date

Home phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the best time of day to reach you? \_\_\_\_ morning \_\_\_\_\_afternoon \_\_\_\_\_ evening

Do you prefer to be contacted via phone or email? \_\_\_\_\_\_\_ phone \_\_\_\_\_\_\_\_ email

Parents, I encourage you to email me if ever there are any questions or concerns with your student’s performance in my class. I strongly believe that open communication between teachers and parents is the key to a student’s success in high school. Email is the fastest and most efficient way for you to communicate with me, however, I am also available be phone.