

## Biology Syllabus 2018-19

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### Introduction

Biology is the study of life. In this course you will explore zoology, botany, taxonomy, genetics, ecosystems, cells and their processes, and how organisms change over time. With the new Next Generation Science standards focus will be on the Science and Engineering Practices. Exploration of Big Ideas and phenomena using a modeling approach with collaborative efforts will be emphasized.

### Teacher's Responsibilities

- To provide a positive and safe learning environment
- To teach students mastery skills for lifelong learning
- To help students learn and apply the content and skills being taught

### Student's Responsibilities

- Be open minded to all topics
- Give your best EFFORT (EFFORT=SUCCESS)
- Be prepared for class each and everyday ready to learn
- Listen to instructions the first time they are given and participate regularly
- Come to class with assignments/work completed
- Do your best to show your understanding of the content
- Bring materials for class (pencil, paper, etc.)
- Be in seat working on journal/agenda when bell rings for class to begin
- Clean up your work area and be in your seat when the bell rings
- Use the Internet as an extension of the classroom

### Classroom Rules

1. Follow the Cardinal Code.
  2. Do not disrupt the class in any form.
  3. Use appropriate language at all times.
  4. Observe and follow all rules in the student handbook
  5. Fill out pass at the front of the room when leaving class for any reason, restroom, drink, office, etc.
- \*Failure to follow rules will result in a referral, detention and/or suspension if necessary.

### Assessment (Grading) Procedure

1. 90% of a student's grade will be determined by Summative Assessment  
Tests 50%                      Quiz/Project/Labs 40%
  1. 10% of a student's grade will be determined by Formative Assessment = Homework/Classwork
  1. Progress reports will be given at the midterm approximately 5 weeks
  2. Grades will be posted in the classroom regularly
  3. Cheating is unacceptable and will result in Zero credit and failure
  4. At the end of the semester your final grade will be determined by the following scale
- |                |     |    |          |    |              |
|----------------|-----|----|----------|----|--------------|
| Marking Period | 80% | A  | 94 – 100 | C  | 74 – 76      |
|                |     | A- | 90 – 93  | C- | 70 – 73      |
| Exam           | 20% | B+ | 87 – 89  | D+ | 67 – 69      |
|                |     | B  | 84 - 86  | D  | 64 – 66      |
|                |     | B- | 80 – 83  | D- | 60 – 63      |
|                |     | C+ | 77 – 79  | E  | 59 and below |

Units for 1st Semester	Units for 2nd Semester
Unit 1: Science Practices and Unity and Diversity	Unit 7: Sexual Selection and Meiosis
Unit 2: Population Dynamics and Natural Selection	Unit 8: Classical Genetics
Unit 3: Chemical Reactions and Cellular Respiration	Unit 9: DNA Structure and Function
Unit 4: Biosynthesis and Photosynthesis	Unit 10: Growth and Development
Unit 5: Cells and Feedback Loops	Unit 11: Population Variation
Unit 6: Matter Cycles and Energy Flow	Unit 12: Speciation and Diversity

### Cardinal Code

1. Students will be assessed on their Cardinal Code based on their courteousness, how attentive they are, participation, respectfulness, how dependable they are (tardies, missing work, etc), and how supportive they are by working well with others and promoting good behavior.
2. It is expected that students follow the Cardinal Code consistently and will be assessed based on the scale below.
  - 4 = Almost always follows the Cardinal Code (exceeds expectations on nearly ALL days)
  - 3 = Consistently follows the Cardinal Code (meets expectations most days)
  - 2 = Usually follows the Cardinal Code (meets expectations on some days)
  - 1 = Sometimes follows the Cardinal Code (does not follow expectations on most days.)

### Assignment Procedure

1. All assignments are expected to be turn in on time so that the student understanding can be determined in a timely manner and help can be given if necessary.
2. **Work that is not turned in cannot be assessed.**
3. Work turned in late will be noted as 'Late' and affects your CARDINAL CODE.
4. Assignments are expected to have the students name and hour. Work turned in WITHOUT a name will be placed on the 'No Name' door in the front of the room.

### Make-up Procedure

1. All make-up work will be done outside of regular class time.
2. It is your responsibility to check the **Biology BINDER** located in the rear of the classroom to see what you missed. Daily agendas are posted in the binder or ask a fellow classmate for help. I am available for help on Wednesday mornings and most days after school.

# Ms. Stocker Reassessing/Retake Policy 2018-19

## What is the purpose of a retake?

- a) Get more points
- b) Get a better score
- c) Get a higher percentage
- d) To demonstrate that I understand the content

The answer is **d)**. Retakes are designed to allow the student an opportunity to demonstrate what they know.

## How do I get a retake? Ask these questions.

1. Is all my work related to the assessment, quiz or test turned in?
  - a) No. Finish work related to the quiz or test and turn the assignments in.
  - b) Yes. Go to #2.
2. Do the assignments show you understand?
  - a) No. Go to #3
  - b) Yes. Many students struggle with the content when they do not have resources to use. If this is you, more preparation is needed. You should review all your work, read, quiz yourself, and further prepare to demonstrate greater understanding.
3. Did you ask for help right away?
  - a) No. Ask for help.
  - b) Yes. Again, many students struggle with the content when they do not have resources to use. Seek out help and resources. The <http://cardinalbiology.weebly.com> is a great resource.
4. Now I understand the content and can show it on a future assessment.

**Reassessing your understanding is a continuous process. Grades, your level of understanding, are not finalized until the end of the semester. Be proactive and seek out help right away if you do not understand something.**

## Your retake for a content assessment/quiz is built into into the test.

1. The material you are assessed on is in the content assessment, quiz and the test.
2. Fill out a "**Quiz Assessment Adjustment**" sheet and attach your assessment/quiz then, turn into Ms. Stocker.
3. If you show improved understanding, the assessment/quiz grade will be adjusted accordingly. (YOU MUST follow all previous steps for this step to happen. Reassessments should be done in a timely manner.)

## I didn't do so well on my test. What can I do?

1. Complete work for the unit if you have missing assignments.
2. Use resources to help you understand the standards and/or expectations you did not demonstrate proficiency on. Ask for help.
3. Fill out a "**Retake Request Sheet**" and Schedule time to discuss your test with Ms. Stocker. Depending on your areas for improvement, you will be asked to demonstrate understanding at a further date. This will be discussed and assigned at the meeting. If improved understanding is demonstrated, grades will be adjusted accordingly.

## Reassessing/Retake Policy Philosophy

RETAKES are available for students who have a lack in understanding, NOT a lack in preparation. Memorizing information from a previous quiz to take another quiz just like it will NOT show understanding. Instead, it will show your memorization skills. Being able to answer questions in various formats will show your understanding. Perfection (100%) is not needed to show understanding. Wednesday mornings are designed for students to get help for a better understanding of the content.