BIOLOGY CLASSROOM EXPECTATIONS

ROOM: 319 - Tech Building INSTRUCTIOR: (Mrs.) La Tanya Barner Jones

COURSE OVERVIEW

Biology is the study of life. It entails the curiosity and search for understanding of everything that is, or was once, alive. Living things include plants, animals and microorganisms.

The word "biology" is a derivative of the Greek words "bios" (meaning life) and "logos" (meaning "study"). It is standard that biologists study the structure, function, growth, origin, evolution and distribution of living organisms.

By the end of this course, you will have a rich understanding of how important Biology is and how it helps us understand how living things work, how they function and how they interact on multiple levels. You will study the vital processes living things go through and the connection to the physiochemical aspects of all life.

CLASS REQUIREMENTS:

Students are responsible for completing homework, class and lab assignment, as well as quizzes and tests. One county- wide assessment test will be given per 9 weeks to be completed by the student in a designated period of time. Students are expected to keep notebooks including a 5-minute quiz section and lab notebooks that will be checked periodically.

BEHAVIORAL AND CLASSROOM EXPECTATIONS:

- Student handbook and conduct guidelines will be followed at all times.
- No food or drinks allowed in the classroom.
- Instructor will dismiss class, not the bell.
- Respect and responsibility will be displayed at all times.
- Students are to be prepared daily for class at the sound of the tardy bell.

Students will be held accountable for their actions.

LATE and MAKE-UP WORK POLICIES:

When a student is absent from school, he/she is allowed to make up any missed work within 5 days of returning to school. It is the responsibility of the student to request make-up work from the teacher. Failure to follow these guidelines will result in a grade of $\underline{\theta}$ for each assignment not completed or turned in.

MATERIALS NEEDED FOR CLASS:

Textbook	- Pen and pencil	-3-Ring binder	- An open mind	
GRADING:		Grading		
 Summat 	ive Assessment (Tests &	Project) * 40%	A	*90-100
 Benchm 	ark Assessment/Final Ass	sessment * 20%	В	* 80-89
• Formati	ve Assessments(quizzes, 1	labs, class	C	* 70-79
participa	ation, & homework)	* 40%	D	* 60-69
			F	* 0-59

Semester Exam (20%) + Nine Weeks Average (80%) = Final Grade (100%)

COURSE SYLABUS AND FRAMEWORK

Science Standards of Learning Curriculum Framework 2018

Biology, S.Y. 2022-2023

	SOL Standard	Target Week	Instructional Materials
Bio. 1	Bio.1 The student will demonstrate an understanding of scientific and engineering practices by a. asking questions and defining problems b. planning and carrying out investigations c. interpreting, analyzing, and evaluating data d. constructing and critiquing conclusions and explanations e. developing and using models f. obtaining, evaluating, and communicating information	=Ongoing= Integrated throughout the semester.	Nearpod, Powerpoint Presentation, Video Clips, Google Classroom, Google Forms, Quizizz, Kahoot, Virtual Virginia, Mastery Connect, Edpuzzle Videos SOL Blitz
Bio. 2.	The student will investigate and understand that chemical and biochemical processes are essential for life. Key ideas include a) water chemistry has an influence on life processes; b) macromolecules have roles in maintaining life processes; Bio.5. The student will investigate and understand that there are common mechanisms for inheritance. Key ideas include a) DNA has structure and is the foundation for protein synthesis; Bio.2. d) protein synthesis is the process of forming proteins which influences inheritance and evolution; and Bio.2.c) enzymes have a role in biochemical processes; Bio.2.e) the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.	Week 1-3	
Bio.3 Cover Standard	The student will investigate and understand that cells have structure and function. Key ideas include a) the cell theory is supported by evidence; b) structures in unicellular and multicellular organisms work interdependently to carry out life processes; c) cell structures and processes are involved in cell growth and division; d) the structure and function of the cell membrane support cell transport; and e) specialization leads to the development of different types of cells. Unit/Benchmark Assessment	Week 4-6	
Bio. 4	Bio. 4. The student will investigate and understand that bacteria and viruses have an effect on living systems. Key ideas include e) the germ theory of infectious disease is supported by evidence. a) viruses depend on a host for metabolic processes; b) the modes of reproduction/replication can be compared; c) the structures and functions can be compared;	Week 7-9	

Cover Standard	d) bacteria and viruses have a role in other organisms and the environment; Unit/Benchmark Assessment		
Bio.7	The student will investigate and understand that populations change through time. Key ideas include a) evidence is found in fossil records and through DNA analysis; b) genetic variation, reproductive strategies, and environmental pressures affect the survival of populations; c) natural selection is a mechanism that leads to adaptations and may lead to the emergence of new species; and d) biological evolution has scientific evidence and explanations.	Week 10	
Bio. 5	The student will investigate and understand that there are common mechanisms for inheritance. Key ideas include b) the structural model of DNA has developed over time; c) the variety of traits in an organism are the result of the expression of various combinations of alleles; d) meiosis has a role in genetic variation between generations; and e) synthetic biology has biological and ethical implications.	Week 11-12	
Bio.6	The student will investigate and understand that modern classification systems can be used as organizational tools for scientists in the study of organisms. Key ideas include a) organisms have structural and biochemical similarities and differences; b) fossil record interpretation can be used to classify organisms; c) developmental stages in different organisms can be used to classify organisms; d) Archaea, Bacteria, and Eukarya are domains based on characteristics of organisms; e) the functions and processes of protists, fungi, plants, and animals allow for comparisons and differentiation within the Eukarya kingdoms; and f) systems of classification are adaptable to new scientific discoveries. The student will investigate and understand that there are	Week 13-16	
	dynamic equilibria within populations, communities, and ecosystems. Key ideas include a) interactions within and among populations include carrying capacities, limiting factors, and growth curves; b) nutrients cycle with energy flow through ecosystems; c) ecosystems have succession patterns; and d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia.		
All Standards	SOL/End of Term Exam	Week 18	

School Phone: (434) 848-2716 **Email: jonesl@brunswickcps.org**

<u>LaTanya Barner-Jones</u> Biology Teacher

SOL SCORE/FINAL EXAM

The secondary and end-of-course policy states that the SOL test will be the final exam for core classes that offer it. The exam grade will be based upon the SOL score using the following scale unless the student falls in the category where they are required to take the class exam for an improved score.

Student Sign	ature	D	ate	Block	
School Phone	e Number: 434.848.27	16			
Email: jonesl	@brunswickcps.org	Google C	Classroom code#	#:	_
Thank You, Mrs. LaTanya Barner Jones					
To allow us to maintain an open line of communication, please feel free to contact me using the following email address, by calling the school, or checking posts Google Classroom. This will allow you to ask questions or check on the performance of your child when feasible. I will try get back to you within the day!					
$\overline{600 - 400}$	100	399 – below	required to to	ake the class for an improv	ed score
SOL Score	Final Exam Grade	SOL Score	<u>Final Exa</u>	am Grade	

Parent/Guardian Contact Sheet

Please complete and sign the form below and return as soon as possible. This will verify that you and your child understand the expectations as well as better enable me to contact you with news and updates concerning your student's progress throughout the semester.

Parent/Guardian Name:				
Relation to the Student: _				
Student Name:				
What is the best way to get	in touch with y	ou?		
	Phone	Email	Mail	
What number, email, or phy	rsical address sl	hould I use to con	tact you?	
Home phone:				
Cell phone:				
Home address:				
E-mail address:				
When is the best time to cor				
Befo	ore School	After School	Evening	
Please share any special cor	icerns or questi	ons(such as allerg	gies, study habits, or l	earning styles).
Parent Signature			Date	
Student Signature			Date	