



# Biology II syllabus 2011-2012

Mr. Kuenzli

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Welcome to a new school year at Hamilton Township High School and to Biology! I want you to feel comfortable participating and learning in my classroom, and I will nurture an atmosphere to accomplish this. You will soon learn that I LOVE biology (especially birds!), and I hope that you will come to appreciate nature with me. We'll be learning in groups, doing projects, and approaching biology from every angle I can think of. It is my goal to "infect" you with the passion for biology (and science) that I have. In order for everyone to achieve these goals, I have provided the following information so that we can all have an exciting and successful year.

## **COURSE DESCRIPTION**

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Biology is the study of living organisms with emphasis on processes, activities, interaction and changes that occur in microorganisms, plants, animals, and humans. Through laboratory investigations and other activities, you will master 10<sup>th</sup>, 11<sup>th</sup>, and even some 12<sup>th</sup> grade Ohio Academic Content Standards for life sciences including the characteristics of life, biological evolution, and the diversity of life.

## **TEXTBOOK**

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*Biology* by Miller and Levine. You MUST take good care of these books. The replacement cost is \$70, so please treat them well. (Yes, these are the same books as you had in Bio 1.)

## **MATERIALS NEEDED**

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I find that the most successful students are those that come to class prepared. The following is a list of materials that you should bring with you every day.

- Textbook
- Pencils
- Black/blue ballpoint pens
- Colored pencils
- One 1 ½ -2 inch three-ring binder
- One composition or spiral-bound notebook
- Loose leaf college-ruled paper

Make sure that you have all of your required materials each day, as you will not be permitted to retrieve forgotten items from your locker once class has begun.

## **CLASSROOM EXPECTATIONS**

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Hey...none of you are freshmen. You know how things are supposed to work at Hammy High...follow the rules in the student agenda and you'll be fine. Should you choose to violate the rules, you'll be subject to the consequences outlined in the agenda. Here are my own expectations:

1. Show respect to me, each other, and the school.
2. Participate! It's crucial that you be a part of the class to get out of this course what I want you to get. I will not tolerate sleeping.
3. Remain on task and don't interfere with others' learning. When you're in biology, I want your undivided attention.
4. Do all of your assignments.
5. Bring all materials with you to class (textbook, paper, pen/pencil, etc.).

## **GRADING**

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Grades will be determined on a raw scale (no differential weighting for tests, etc.). The grading scale will follow that laid out in the student agenda.

## **EXTRA CREDIT**

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Occasionally small extra credit points will be awarded to the class. I do not give individual extra credit projects, so don't ask.

## **BATHROOM/HALL PASSES**

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You will be allowed 2 passes per quarter for whatever business you might have. Please pick an APPROPRIATE time to ask for a pass.

At the end of a quarter, you may "cash-in" any remaining passes bonus points, candy, or whatever it is we agree upon.

## **CONSEQUENCES**

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I will give you a detention for tardies. Other violations will follow the school discipline plan.

1. Verbal warning
2. Phone call home
3. After school/lunch detention (with phone call home)
4. Extended day (with phone call home)
5. Subsequent steps will follow the school's discipline procedure.

## **COURSE OUTLINE**

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This course will pretty closely follow the order of topics in your biology textbook. We will do numerous assignments and projects, have periodic quizzes, unit tests, Short Cycle Assessments (SCA's), and cumulative end-of-semester exams.

### **Unit 1: Intro to Biology, the Nature of Science, and Evolution**

1. What is Biology? (Chapter 1)
2. Characteristics of Life (Chapter 1)
3. Experimental Design (Chapter 1)
4. The Nature of Science (Chapter 1)
5. Evidence for Evolution (Chapters 15, 17)
6. Mechanisms of Evolution (Chapters 15-17)
7. Mechanisms of Speciation (Chapters 16, 17)

### **Unit 2: Organismal Biology**

1. Classification (Chapter 18)
2. Prokaryote Classification, Structure, and Function (Chapter 19)
3. Protist Classification, Structure, and Function (Chapter 20)
4. Fungus Classification, Structure, and Function (Chapter 21)
5. Plant Classification, Structure, and Function (Chapters 22-25)
6. Animal Classification, Structure, and Function (Chapters 26-33)
7. Evolution and Classification of Invertebrate Diversity (Chapters 26, 29)
8. Evolution and Classification of Vertebrate Diversity (Chapter 33)

# **Classroom Procedures**

1. Enter the class on time and check the daily agenda
2. Bring appropriate supplies. These include:
  - Pen or pencil
  - Interactive Notebook
  - Book
3. Listen carefully to spoken directions and read all written directions.
4. Show respect to classroom items (photos, furniture, posters, aquaria, plants, etc.). Always ask for permission to leave your designated area to look at or interact with them.
5. The SmartBoard and White-erase boards are not to be used without permission.
6. Lab safety rules are absolute. Breaking them gets you a one way ticket out of the lab and the points associated with it.
7. The teacher, not the bell, dismisses the class.

## **Lab Rules/Lab Safety Contract**

The following rules are designed to act as a 'contract' between you and me regarding how you will act in the laboratory setting. Labs are great ways to make learning interesting and exciting, but if abused, they're also a great way to get yourself injured.

1. Pay close attention to any written or spoken directions before, during, and after lab. Your safety is my utmost concern.
2. Avoid eating or drinking anything during class.
3. Horseplay is an absolute no-no. See Classroom Procedure #6.
4. Wear attire appropriate for the given lab. For example, if we're working with chemicals, don't wear flip flops. You will know about such labs at least one day before they occur.
5. Safety eyewear (goggles) is required anytime we're working with chemicals, glassware, or projectiles.
6. Any directions given by the teacher not covered here on the list are to be assumed to be just as important to follow.

**Student Name** \_\_\_\_\_

Dear Parent/guardian,

I'm Mr. Kuenzli, and I'll be the Biology I teacher this year. I'm very excited to be starting the year, and am delighted to be working with you to accomplish our classroom learning objectives. I look forward to meeting you later this fall and let you know how well your child is doing!

Sincerely,

John Kuenzli

**Student Contract (5 points):**

I have read the Biology II course overview document and understand what is expected of me during the 2010-2011 school year. I understand that if I do not adhere to the outlined expectations that consequences will occur. By signing below I accept full responsibility for my actions in Mr. Kuenzli's classroom.

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Student Signature

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Date

**Parent/Guardian Contract:**

I have read the course overview document and understand what is expected of my child this school year.

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Parent/Guardian Signature

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Date