

Biology Syllabus

Cleveland High School



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“Biology” is simply the study of life. The objectives for this course are outlined in the North Carolina Standard Course of Study as follows:

- Bio.1.1** Understand the relationship between the structures and functions of cells and their organelles.
- Bio.1.2** Analyze the cell as a living system.
- Bio.2.1** Analyze the interdependence of living organisms within their environments.
- Bio.2.2** Understand the impact of human activities on the environment (one generation affects the next).
- Bio.3.1** Explain how traits are determined by the structure and function of DNA.
- Bio.3.2** Understand how the environment, and/or the interaction of alleles, influences the expression of genetic traits.
- Bio.3.3** Understand the application of DNA technology.
- Bio.3.4** Explain the theory of evolution by natural selection as a mechanism for how species change over time.
- Bio.3.5** Analyze how classification systems are developed upon speciation.
- Bio.4.1** Understand how biological molecules are essential to the survival of living organisms.
- Bio.4.2** Analyze the relationships between biochemical processes and energy use in the cell.

GRADING

During this semester, students will earn two 9-weeks grades and one final course grade. Grades will be updated in PowerSchool regularly. While some grades are on Canvas, students and parents are encouraged to check PowerSchool for updated grade information. Downloading the apps for both programs is **strongly** encouraged. Canvas is a platform where students will receive and turn in assignments. PowerSchool is where final grades are recorded.

9-weeks Grade:	%	Component	Final Course Grade:	%	Component
	60	Major Grades		80	2 Report Card Grades
	40	Minor Grades		20	End of Course Exam (E.O.C.)

* *Students may earn bonus test points by completing all unit assignments!*

** *Students will complete labs and projects during each 9 weeks.*

*** *Late work will be accepted for one week past the assignment due date. All late work will receive a 20 point deduction.*

RETEST POLICY

1. Each test is open for retesting after a student attends a Ram Time tutorial for remediation. Students will have the next two tutorials to remediate and retest.
2. Students scoring below a 60 are required to remediate and retest during Ram Time as assigned by the teacher.

ACADEMIC INTEGRITY

If it's not your work, it's not your grade – NO cheating/ plagiarism will be tolerated! When students collaborate in groups, they are expected to discuss ideas and help each other to clarify their understanding of the concepts. Students may collect data together on labs, but all written answers should be the original thoughts of the student that reflect his/her individual understanding and knowledge. Copying someone else's work is called cheating and is not allowed. Suspected cheating due to talking, cell phone usage, wandering eyes, signaling, etc., will result in all students actively involved given a zero and expected to redo the assignment.

STUDENT MATERIALS

Students should come to class prepared each day with the following supplies:

- pen/pencil
- notebook paper (notebook or binder)
- colored pencils
- 500, 3X5 lined index cards
- dry erase markers

Typical unit:

Each unit starts by creating **flash cards** with the vocabulary found on my website. These words should be reviewed with a parent or sibling. These cards are due a few days before our unit test so that we can use them in review activities in class.

Throughout the unit various practice **worksheets** will be given in order to help students familiarize and assess themselves on concepts before testing. A **PlayPosit** assignment will be given for each unit. A **study guide** will also be given for each unit. This study guide is due the day before the test when we will review for the test. I check each student's study guide at the beginning of class. **Labs** and **projects** are done in various units. We use **GimKit** to review in class the day before the test. **Unit tests** are announced several days in advance and are always written on the classroom white board.

Additionally, each student is expected organize his/her 3-ring binder with dividers according to the sequence of units listed below:

1: Macromolecules
2: Cells
3: Cellular Energy
4: Cell Division
5: DNA, RNA, & Protein Synthesis
6: Genetics
7: Biotechnology
8: Evolution
9: Classification
10: Ecology
Review & Final Exam

