



Thornton High School
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<http://www.thorntonh.adams12.org>

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Course Name	MYP 9 Science (Biology) - House Geneva Core		
Course Description	<p>Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.</p> <p>International Baccalaureate (IB) Sciences, Middle Years Program courses provide to students a body of knowledge and an understanding of the scientific approach to problem solving. It may be organized as biology, chemistry, and physics, or as an integrated sciences course. The course requires students to formulate hypotheses, design and carry out experiments to test them, and evaluate results.</p>		
Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment
Semester 1			
U0a: Skills of a Scientist	NGSS-HS.Science & Engineering Practices	2 Weeks	8/31/17
U1: Earth's Structure	NGSS-HS.History of Earth (3.1 e, 3.1b, 3.1d, 3.6b, 3.6c)	3 Weeks	9/21/17
U2: Earth's Cycles	NGSS-HS.Earth's Systems (1.4, 3.1d)	3 Weeks	10/12/17
U3: Ecology	NGSS-HS.Interdependent Relationships in Ecosystems (2.1a, 2.1b, 2.2a, 2.2c, 2.2d)	3 Weeks	11/2/17
U4: Cell Structure and Function	NGSS-HS.Structure and Function (2.5c, 2.5e)	3 Weeks	11/30/17
U5: Biomolecules	NGSS-HS.Matter and Energy in Organisms and Ecosystems (2.1a, 2.1b, 2.1e)	2 Weeks	12/14/17
Semester 2			
U0b: Nature of Science	NGSS-HS.Connections to the Nature of Science Cross-Cutting Concepts	1 week	01/17/18
U6: Transport	NGSS-HS.Natural Selection and Evolution(2.3c, 2.6c)	3 Weeks	02/07/18
U7: DNA	NGSS-HS.Inheritance and Variation of Traits (2.1b)	4 Weeks	03/07/18
U8: Cell Cycle	NGSS-HS.Inheritance and Variation of Traits (2.7d, 2.7e)	2 Weeks	03/21/18
U9: Genetics	NGSS-HS.Inheritance and Variation of Traits (2.7d, 2.7e)	4 Weeks	04/23/18
U10: Evolution	NGSS-HS.Natural Selection and Evolution (2.9d, 2.9e)	2 Weeks	05/07/18

Grading Scale		Grade Percentages/Weights	
A	90-100	Summative Assessments & Projects	80%
B	80-89	Formative Assessments & Projects	20% (Quizzes and Practice)
C	70-79		
D	60-69		
*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp			



F	59 or below
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SCORING AND GRADING OF SUMMATIVE ASSESSMENTS (PLEASE READ)

- If no attempt to take a summative assessment has been made, a “no evidence” (NE) grade will be recorded until the assessment is completed. NE shall be defined as not attempting the assessment or not being present for the assessment. **A NE will be equal to a 0%.**
- In order to receive a passing grade, a student must **attempt ALL summative assessments.**
- The presence of a NE grade for ANY summative assessments at the end of the semester will result in a grade F for the course, regardless of performance on other assessments.
- All NE Summative assessments must be completed by **December 1st** (1st semester) and **May 4th** (2nd Semester).

MYP Criterion Grading

Assessment in all MYP/Pre-IB science courses is criterion-related, based on four equally weighted assessment criteria

Criterion A	Knowing and Understanding	Maximum 8 points
Criterion B	Inquiring and Designing	Maximum 8 points
Criterion C	Processing and Evaluating	Maximum 8 points
Criterion D	Reflecting on the Impacts of Science & Communication	Maximum 8 points

MYP 8-Point Criterion Scale

8	100%	I can APPLY the knowledge I have gained to UNFAMILIAR situations.	A
7	96%		A
6	89%		B
5	83%		B
4	77%		C
3	72%		C
2	64%		D
1	56%		F
0	50%		F

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

Science Class and Lab Expectations

Tests and Quizzes: There will be frequent formative assessments, both announced and unannounced, to check student understanding of the class-work and reading assignments, and to gauge review progress.

Extra Credit Policy for this course: There is no extra credit offered in this class.



Formative work: Please plan on 20-30 minutes of individual practice time 4-5 days per week, either on current work or in review. Most assigned formative work is due two days after it is assigned. It should be attempted the first day it is discussed, and then, if necessary, you have an opportunity to ask questions and get help before the work is due. In general, this work will need to be done primarily on your own time. Due dates are shown on the weekly schedules, and specifically discussed as each assignment is given out. This work will be spot-checked as formative grades to gauge student progress and understanding. Late work will not be accepted.

Absences: If material was assigned before an absence and due during the absence, it is due the day you return. If you know about an absence in advance, please work ahead to minimize the effect of the absence. If you are in the building for any portion of the school day, but will miss our class (meetings, appointments, athletics, etc.) please arrange a time to take any missed tests or quizzes during your time in the building. All daily objectives, assignments and homework will be posted in our Google Classroom. Missed notes should be received from classmates. If you miss a day, you must get and do all homework on your own time. Your core teachers are all willing to meet with you during lunch, their planning period, or after school, but you **MUST** make an appointment first.

Lab work is especially difficult to make up and **must** be made up within 2 days of the original date, before school or during open class periods (if the teacher in the room allows). Some labs cannot be made up later due to chemical deterioration or safety considerations.

Plagiarism is unacceptable. Papers will be examined for copying, and will be run through detection programs. If copying is detected, the paper will receive a failing grade that cannot be made up, and the paper will be turned over to the administration for further action. Plagiarism includes copying from any source without giving credit, including fellow students. This primarily involves labs, tests and quizzes. NOTE - We understand that students often work together - and actually encourage this – but, your work in your own words and show your own problem setup. If you find useful information anywhere besides our text, give the reference.

Academic Honesty: During tests and quizzes, there is NO talking or personal electronics use for any reason. Talking with others may result in both students' papers being taken away and receiving a failing grade. Talk only to me during tests and quizzes if you have questions or needs – don't risk misunderstandings! Once an assessment had begun bathroom breaks or other reasons to leave the room will have to wait until after all assessments are turned in.

Safety: Safety rules for lab days will be discussed at length separately. There is a required safety contract, to be reviewed and signed by parents and students, which must be returned before students can participate in labwork. In addition, there is a safety quiz which students must pass at 90% before doing labs. There will be frequent demonstrations of techniques, and checks for use of proper techniques, as new or unfamiliar techniques are introduced.

Thornton Student Expectations: 6Ps

Take Responsibility

- Students are **prompt** (on time) for their classes and appointments. *It is expected that students will be in their seats and ready to work when the bell rings. Students may be assigned lunch detentions after 3 tardies. Being tardy to labs (or arriving unprepared) may mean having to make the lab up another day, along with a partial loss of points.*
- Students arrive **prepared** for class with appropriate materials

Honor Each Other

- Students are **polite** to each other and to adults.
- Students comply with reasonable requests from adults. Failure to comply may result in a warning, parental contact, lunch detention, In School Suspension (ISS) or a referral.

Strive for Success

- Students **produce** work that demonstrates their skills and abilities.
- Individual work needs to be your own. Both the person copying and the person being copied will get zeros.
- Students actively **participate** in classroom activities
- Students come to class with a **positive mental attitude**. I encourage you to be engaged and motivated to



complete **all** assignments

Geneva House Core Expectations

The following expectations and policies describe what we expect from you as members of the Geneva Core. These expectations should be followed in all classes in the house.

Attending Skills

- We will focus on the following attending skills for the next two years:
 1. **BEING IN THE MOMENT**
 2. **APPROPRIATE BODY LANGUAGE**
 3. **APPROPRIATE EYE CONTACT**
 4. **APPROPRIATE FEEDBACK**
 5. **QUESTIONS TO CLARIFY OR VALIDATE**

Behavior Policy

- Each student is expected to behave **appropriately and respectfully** to the teacher **and** other students.
- Each day you will be allowed **three (3) redirects** from the teacher based on your attending skills.
- If the behavior continues after three redirects you will be required to leave the classroom and fill out a **Problem Solution Sheet**.
- You need to have a **discussion** with the teacher and **have them sign** the Problem Solution Sheet. Your teacher will tell you when it is best to hold this conversation. Times can include after class on the same day, during a lunch period, or even before class the next day.
- Students will not be able to re-enter the classroom until the form has been filled out and signed and a discussion between the teacher and student has taken place.
- If a student gets more than **two (2)** Problem Solution Sheets a week, they will be referred to their dean.

Tardy Policy

- Each teacher will have a **tardy book** located near the entrance door of the classroom.
- If you are late, you are to enter class in an appropriate manner and create an entry in the tardy book.
- You will need to fill in your **name, the date & time, and your honest reason** for being tardy. If the entry is not made, you will remain marked as absent, so please make sure to complete the entry.
 - We ask that you be honest with your reason for being late and that you do not skip over this portion of the entry. Failure to do so will result in that tardy counting as double for the quarter.
- Excessive tardiness will result in parent notification, lunch detention, and/or referral to dean.

ID Policy

- Every student must wear their ID:
 - In clear view
 - Above the waist
- If a student does not have their ID, a new one will be issued and either delivered to the class or retrieved by the student from the Attendance Office at the student's expense

Electronics Policy

- Students will be given **one verbal warning** at the start of class each day to turn off and put away their electronic devices.
- Any electronic devices **out after the first warning will be taken** and stored in a safe space until it can be given to the Student Relations office.
- The phone can be retrieved **at the end of the school day** from the Student Relations office--or the student may speak with their dean to try to retrieve it earlier.
- Habitual offenders will result in parent notification and/or referral to the dean.
- You can only use your electronic devices at the teacher's discretion and with their verbal permission.

Classroom Materials Policy

- We expect you to bring the appropriate materials to class everyday (pencil, paper, notebook, etc). It is not the teacher's responsibility to provide these items for you.



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The IB Learner Profile

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.