



**Thornton High School**  
 9351 North Washington & Thornton, CO 80229  
 Office: (720) 972-4800 & Fax: (720) 972-4999  
<http://www.thorntonh.adams12.org>

|                      |   |                     |   |
|----------------------|---|---------------------|---|
| <b>School Year</b>   | 2017-2018   | <b>Teacher Name</b> | Grant Beavers, Isaac Bond, Shannan Corman, Susie Dykstra  |
| <b>Office</b>        | 412   | <b>Website</b>      | Mr. Beavers: Google Classroom<br><br>Ms. Dykstra:<br><a href="http://DykstraScience.weebly.com">DykstraScience.weebly.com</a><br>(and Google Classroom) |
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| Course Name                            |   | <b>MYP 9 Science (Biology)</b>  |                             |
|--|---|---|-----------------------------|
| <b>Course Description</b>              |   | 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.   |                             |
|  |   | 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. |                             |
| Unit of Study                          | Grade Level Expectations/Content Standards  | Approximate Time Spent or Percent of time Spent   | Targeted Date of Assessment |
| <b>Semester 1</b>                      |   |   |                             |
| <b>U0a: Skills of a Scientist</b>      | <a href="#">NGSS-HS.Science &amp; Engineering Practices</a>                                       | 2 Weeks   | 8/31/17                     |
| <b>U1: Earth's Structure</b>           | <a href="#">NGSS-HS.History of Earth (3.1 e, 3.1b, 3.1d, 3.6b, 3.6c)</a>                          | 3 Weeks   | 9/21/17                     |
| <b>U2: Earth's Cycles</b>              | <a href="#">NGSS-HS.Earth's Systems (1.4, 3.1d)</a>   | 3 Weeks   | 10/12/17                    |
| <b>U3: Ecology</b>                     | <a href="#">NGSS-HS.Interdependent Relationships in Ecosystems (2.1a, 2.1b, 2.2a, 2.2c, 2.2d)</a> | 3 Weeks   | 11/2/17                     |
| <b>U4: Cell Structure and Function</b> | <a href="#">NGSS-HS.Structure and Function (2.5c, 2.5e)</a>                                       | 3 Weeks   | 11/30/17                    |
| <b>U5: Biomolecules</b>                | <a href="#">NGSS-HS.Matter and Energy in Organisms and Ecosystems (2.1a, 2.1b, 2.1e)</a>          | 2 Weeks   | 12/14/17                    |
| <b>Semester 2</b>                      |   |   |                             |
| <b>U0b: Nature of Science</b>          | <a href="#">NGSS-HS.Connections to the Nature of Science Cross-Cutting Concepts</a>               | 1 week  | 01/17/18                    |
| <b>U6: Transport</b>                   | <a href="#">NGSS-HS.Natural Selection and Evolution(2.3c, 2.6c)</a>                               | 3 Weeks   | 02/07/18                    |
| <b>U7: DNA</b>                         | <a href="#">NGSS-HS.Inheritance and Variation of Traits (2.1b)</a>                                | 4 Weeks   | 03/07/18                    |
| <b>U8: Cell Cycle</b>                  | <a href="#">NGSS-HS.Inheritance and Variation of Traits (2.7d, 2.7e)</a>                          | 2 Weeks   | 03/21/18                    |
| <b>U9: Genetics</b>                    | <a href="#">NGSS-HS.Inheritance and Variation of Traits (2.7d,</a>                                | 4 Weeks   | 04/23/18                    |



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|-----------------------|--|---------|----------|
|                       | <a href="#">2.7e)</a>  |         |          |
| <b>U10: Evolution</b> | <a href="#">NGSS-HS.Natural Selection and Evolution (2.9d, 2.9e)</a> | 2 Weeks | 05/07/18 |

| Grading Scale |             | Grade Percentages/Weights   |                                   |  |
|---------------|-------------|---|-----------------------------------|--|
| <b>A</b>      | 90-100      | <b>Summative Assessments &amp; Projects</b>   | <b>80%</b>                        | <b>50% Criterion Assignments (A,B,C,D)</b><br><b>30% (Mastery Quizzes, Projects)</b> |
| <b>B</b>      | 80-89       | <b>Formative Assessments &amp; Projects</b>   | <b>20% (Quizzes and Practice)</b> |  |
| <b>C</b>      | 70-79       |   |                                   |  |
| <b>D</b>      | 60-69       | *Weekly progress grades are posted at <a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a> |                                   |  |
| <b>F</b>      | 59 or below |   |                                   |  |

**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 1<sup>st</sup>** (1<sup>st</sup> semester) and **May 4<sup>th</sup>** (2<sup>nd</sup> Semester).

**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.

**Class 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. Missed notes should be received from classmates. You can determine what was done in class by looking on the weekly schedules.

**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.



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**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.

### Student Expectations

#### 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 must wear ID.**
- Students arrive **prepared** for class with appropriate materials
- Electronic devices may be used to connect to the internet for relevant classroom activities. Electronic devices (music, phones etc.) for personal or social reasons during class **will not** be allowed in the classroom. 1<sup>st</sup> offense: electronic will be taken and kept until the end of the day. 2<sup>nd</sup> offense: electronic taken and parent/guardians contacted. Electronic will be given back at the end of the school day. 3<sup>rd</sup> offense: Parent/Guardians contacted about defiance, and they must pick up the electronic from the attendance office here at school.
- 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.

#### 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