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| **School Year** | 2014-2015 | **Teacher Name** | Bill Thielke |
| **Office** | Room 216 | **Website** | www.biologymrt.weebly.com |
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| **Course Name** | CP Biology |
| **Course Description** | There are five life science topics in high school: 1) Structure and Function, 2) Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines.  |
| **Unit of Study** | **Grade Level Expectations/Content Standards****All Next Generation Science Standards are available for viewing at the following website:**  [**http://www.nextgenscience.org/sites/ngss/files/NGSS%20Combined%20Topics%2011.8.13.pdf**](http://www.nextgenscience.org/sites/ngss/files/NGSS%20Combined%20Topics%2011.8.13.pdf) | **Approximate Time Spent or Percent of time Spent** | **Targeted Date of Assessment** |
| Interdependent Relationships in Ecosystems | HS-LS2-1; HS-LS2-2;;HS-LS2-4; HS-LS2-6; HS-LS2-7; HS-LS2-8; HS-LS4-6 | 7 Weeks | 10/10/2014 |
| Diversity, Natural Selection and Evolution | HS-LS4-1 HS-LS4-2; HS-LS4-3; HS-LS4-4; HS-LS4-5 | 7 Weeks | 11/21/2015 |
| Homeostasis and Structure and Function | HS-LS1-1;HS-LS1-2;HS-LS1-3 | 7 Weeks | 1/30/2015 |
| Inheritance & Variations of traits | HS-LS3-1; HS-LS3-2; HS-LS3-4; | 7 Weeks | 05/15/2015 |
| Matter & Energy  | HS-LS1-5;HS-LS1-6;HS-LS1-7;HS-LS2-3;HS-LS2-4;HS-LS2-5 | 7 Weeks | 05/15/2015 |

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| **Grading Scale** | **Grade Percentages/Weights** |
| **A** | 90-100 | **Summative Assessments & Projects** | **80%** |
| **B** | 80-89 | **Participation**  | **20%** |
| **C** | 70-79 | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** |
| **D** | 60-69 |
| **F** | 59 or below |

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| **General Expectations*** Grades are based upon the demonstration of proficiency on units associated with a standard given during each summative assessment. Formative assessments grades are based on participation and are used to give feedback to students and to readjust lessons. Summative unit assessments will be used to measure proficiency in the Next Generation Science Standards.
* **Summative: 80%** Summative measures of achievement are taken when unit mastery 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.. Formative assessment grades are based on participation and are used to adjust lesson plans and give students feedback. Unexcused absences, disruptive behavior and excessive tardies will negatively affect the participation grade
* 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.
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| **Class Expectations****Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up work, will be followed for this course. **Tardy Policy:** Students will receive lunch detention if they are late more than three times in a Semester. An unexcused tardy will affect the participation portion of the student’s grade. Habitual tardiness will result in disciplinary referral.**Journal:** A journal will be provided to the student at the beginning of the year. The journal will be used most days and must stay in the classroom. Exceptions will be made on a case to case basis. If the journal is lost the student is responsible for replacing the journal.**Warm-Up:** A written warm up activity will be done every day at the beginning of class. |
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| **Student Expectations** |
| 1. **Talking in class is NOT ALLOWED during the following times unless you are called upon:**
	1. **When Mr. Thielke is lecturing to the whole class.**
	2. **When a fellow student is asking a question or is addressing the whole class during lecture.**
	3. **When students are giving a presentation to the class**
	4. **When a video is being shown**
	5. **When a test or quiz is being taken.**
	6. **During class reading time unless you have been called upon to read to the class.**
2. **Improper language will not be tolerated.**
3. **Any conduct that disrupts the learning environment will not be tolerated. Some examples include but are not limited to the following:**
	1. **Pushing and shoving**
	2. **Throwing of items (paper airplanes, pencils etc.)**
	3. **Writing on the desks**
	4. **Throwing trash on the floor**
4. **Not doing class work (doing nothing or activities not related to class will not be allowed).**

**Consequences of breaking the above rules*** **1st offense for the week you will receive a verbal warning**
* **2nd offense for the week will be a conference in hallway**
* **3rd offense for the week is a call home to parents/guardians and lunch detention**
* **4th offense for the week or failure to show up for lunch detention will be a written referral sent to student relations.**
* **THERE WILL BE NO WARNINGS IF THERE IS ANY BULLYING OR INTIMIDATION OF ANOTHER STUDENT IN MY CLASSROOM. (IMMEDIATE REFFERAL AND AN ESCORT DOWN TO STUDENT RELATIONS BY A SCHOOL RESOURCE OFFICER)**
1. **If an electronic device (i.e. cell phone) is out during class it will be confiscated and held at my desk until the end of class.**
2. **Students must come prepared to class by bringing the proper supplies (Pencils, paper, notebook erasers etc.)**
	1. **If you need to borrow supplies your student ID or cell phone will be held as collateral.**

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