

Ms. Pfohl
Honors Biology (B249)

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Classroom guidelines and expectations

Mission: The mission of Dubuque Senior High School is to provide a climate of mutual respect and support where all may develop their intellectual, creative, social and physical potential.

Course

Description: This course is designed for the academically advanced student who desires a comprehensive background in biology to assist in future science studies. The course of study in Honors Biology includes an in-depth and accelerated approach to all the major themes essential to understanding life. This is often achieved through problem solving, laboratory experiences, and group activities. The text material provides the factual foundation necessary to understanding the principles of life discussed in the course.

Alignment to the Iowa Core Curriculum: Understands and applies knowledge of: cells, classification, respiration, photosynthesis, plants, animals, genetics, evolution, and organ systems. NGSS will be incorporated as well, as part of the implementation plan of Iowa's new standards. Check out www.nextgenscience.org for the new standards.

Standards:

Science as Inquiry

Essential Concepts and/or Skills

Identify questions and concepts that guide scientific investigations
Design and conduct scientific investigations
Use technology and mathematics to improve investigations and communications
Formulate and revise scientific explanations and models using logic and evidence
Think critically and logically to make the relationships between evidence and explanations
Recognize and analyze alternative explanations and predictions
Communicate and defend scientific procedures and explanations
Use mathematics in all aspects of scientific inquiry

Life Science

Essential Concepts and/or Skills

Understand and apply knowledge of the cell
Understand and apply knowledge of the molecular basis of heredity
Understand and apply knowledge of biological evolution
Understand and apply knowledge of matter, energy, and organization in living systems
Understand and apply knowledge of the behavior of organisms

Assessments:

A variety of assessments will be used to determine how well students are learning.
Formative assessments: groups discussions, review activities, homework, performance activities, self-assessments.
Summative assessments: quizzes, tests, projects.

Content:

First semester topics: Unit 1: Cell/Basic Chemistry, Enzymes, Cellular Respiration, Photosynthesis/Plants Unit 2: Mitosis/Meiosis, Plant/Animal Reproduction, Genetics, Molecular Genetics, Gene Expression, Applied Genetics

Second semester topics: Unit 3: Evolution, Darwinism, Origin of Species, Tracing evolutionary history
Unit 4: Classification, Archaea to Animalia Unit 5: Body Systems

Instructional Strategies:

Students will cover several major themes essential to understanding life through problem solving, laboratory experiences, using manipulatives, graphic organizers, direct instruction, inquiry, note taking, group discussions, projects, role playing and group activities.

Resources: **This course is designed to be challenging and engaging. Extra work outside the classroom, such as using the book's website, www.masteringbiology.com, will be essential.**

Textbook: *Biology: Concepts and Connections*; Campbell/Reece; D.C. Pearson Educational-Prentice-Hall, Inc. 2008

**Academic/
Behavioral
Expectations:**

1. A lab is not a safe place for food and beverages. (water acceptable on hot days)
2. Come to class on time, prepared with all supplies and work completed.
3. RESPECT EVERYONE AND THEIR BELONGINGS – ZERO TOLERANCE.
4. Work should be completed on your own.
5. SAFETY FIRST AT ALL TIMES!

Assignments are expected to be neat and legible on notebook or appropriate paper.

There is a problem of sharing assignments - this is not tolerated. If caught 'sharing assignments', both students will receive zeros and parents may be called. This also applies to any student cheating at any time.

It is your responsibility to become familiar with Senior High School's attendance and tardy policy.

Attendance is critical on lab days!

-It is **your responsibility** to find out what you may have missed while you are absent (ex: assignments, notes). See the absences board when you return.

-Assignments will be due one day after you return to school. For longer excused absences, a reasonable extension will be given.

You are responsible for bringing the following to each class:

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|----------------------------------|---------------------------------|
| 1. Assignment Notebook (agenda) | 5. Covered textbook |
| 2. Notebook (paper) | 6. Assignments |
| 3. Pen/Pencil (pencil for tests) | * 7. Colored pencils/Calculator |
| 4. Correcting pen/marker | 8. Folder/binder |

Grading Plan:

A point system will be used to determine your grade. There are several ways to accumulate points, such as tests, quizzes, labs/activities and assignments. The total points will then be converted to a percentage, which will determine your grade.

93% and above	A	73-77%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-87%	B	63-67%	D
80-82%	B-	60-62%	D-
77-79%	C+	Below 60%	F

Extra credit: I do not offer extra credit. You are expected to do your best the first time, every time ☺

**Communication
Plan:**

I am available by email at kpfohl@dbgschools.org, phone: 563-552-5629

Periodic updates are sent to participating parents/guardians through an email group I construct. Also, be sure to check PowerSchool often to keep updated with your progress.

I am available for additional learning before/after school and during A lunch. I can possibly make time during the day by appointment. **Open door policy-keep communication open!**