**Biology Course Disclosure**

**Instructor**: Mrs. E. Moretz

**Room**: 1201

**Phone Number:** (801)578-8226

 **Web Site:** <http://elizabethmoretz.weebly.com>

 **Email Address**: elizabeth.moretz@slcschools.org

 *(preferred communication)*

**Course Description (*from the Utah State Office of Education*)**

The Biology Core Curriculum has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop and refine the abilities associated with scientific inquiry. The Biology Core has three major concepts for the focus of instruction: (1) the structures in all living things occur as a result of necessary functions. (2) Interactions of organisms in an environment are determined by the biotic and abiotic components of the environment. (3) Evolution of species occurs over time and is related to the environment in which the species live.

**Course Objectives**

This biology course will take on an integrative approach to learning about topics in the life sciences. We will work collaboratively with the 11th grade math, language arts, and world civilization courses to engage in meaningful, relevant, cross-curricular learning experiences.

Upon successful completion of this course the student will demonstrate a thorough understanding of the following Big Ideas or Themes as they pertain to Biology:

* The Nature of Science
* Structure of matter
* Structure of the Earth
* Structure and function of the cell
* Genetics and adaptation
* Classification

**Course Progression**

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| --- | --- |
| **MARKING PERIOD 1** | **MARKING PERIOD 3** |
| **The Nature of Science****The Relationship between the Living & Nonliving***Characteristics of Living Organisms**Energy Flow**Biogeochemical Cycles**Ecological Relationships* | **The Relationship between Heredity, the Environment, and Species Diversity***Genetics**Evolution* |
| **MARKING PERIOD 2** | **MARKING PERIOD 4** |
| **The Relationship between Structure & Function***Cell Chemistry**Cell Structure and Function**Anatomy* | **The Relationship between Heredity, the Environment, and Species Diversity***Taxonomy***Independent Student Research Projects** |

**Course Requirements and Grading Policies**

1. Required Daily Supplies:
* Pencil/Pen/Highlighter
* Biology portfolio
* Paper
* Supplemental materials as necessary (provided by instructor or school)

B. Grades

* A cumulative biology portfolio will be maintained throughout the course, and will include a diverse sampling of student work that best exemplify the individual’s growth and learning process. The portfolio will be turned in, shared, and evaluated at the conclusion of each of the three major units.
* Lab work, projects, writing assignments, tests/quizzes, unit portfolios, and participation in class discussions will serve to evaluate student understanding.
* Grades will be assigned according to the school district’s grading scale.
* Grades will be updated on the computer every two weeks and parents can access their students'
grade via the district website <http://www.slcschools.org/pa>

C. Class/Homework

* Homework will be assigned several times each week.
* Class work will be due at the end of class, unless otherwise stated.
* **Work that is not turned in on time will receive have of the points earned on the assignment, with a maximum of 50% of the possible points, unless previously discussed with Ms. Moretz.**

D. Make-Up Work

* Students with a previously anticipated absence are expected to contact Ms. Moretz **prior** the absence via email, stating the date(s) of the absence, inquiring about the upcoming work that will be missed, and making specific arrangements of how and when that work will be made up.
* Students with unanticipated absences are expected to contact Ms. Moretz via email, inquiring about the missed work and making arrangements of how and when the work will be made up.
* Students have 2 days to make up work for each day missed. The last day to submit missing/late work is one week prior to the end of each **quarter**.

E. Extra Help

* *Biology tutoring* – Tuesdays during 2nd lunch
* *Homework Hall* – Homework hall is available for students interested in having a quiet place to review class topics and complete assignments.

F. Honors Biology

* Honors Biology credit can be earned by successfully participating in the District Science Fair:
	+ Actively participate in weekly mentor meetings
	+ Complete science fair assignments in a timely fashion
	+ Present quarterly updates of research to the biology class.
* Students choosing to pursue honors credit will be enrolled in honors biology throughout the academic year. Failure to complete honors assignments will result in a lower quarterly grade, not removal from the honors course nor a change from one honors course option to the other.

G. Classroom Expectations:

* Everyone will display respect towards instructor and peers by using appropriate terminology, refraining from vulgar or inappropriate language, and refraining from interrupting or ridiculing others.
* Everyone will display integrity in their work both inside and outside of the classroom
* Students are expected to be in class on time (i.e., in his/her seat) and prepared to actively participate in class.
* Cell phones must remain in a closed bag or locker throughout the class time, unless otherwise stated. Phones that are seen out of the bag will be taken and the student may retrieve the phone from the office at the conclusion of the day.
* Backpacks/bags/purses shall remain beneath student desks.
* Everyone will follow all lab safety rules at all times during a lab procedure
* Everyone will respect other’s space and belongings

Dear families,

It is a privilege to work with your student this year, and I am excited to explore the exciting and diverse aspects of the living world with them. I welcome your feedback, participation, and communication throughout the year. Please feel free visit our class website, [www.elizabethmoretz.weebly.com](http://www.elizabethmoretz.weebly.com) to view our class calendar and course documents. You are welcome to contact me at any time, Elizabeth.moretz@slcschools.org.

-------------------------------------------------------------PLEASE DETACH AND RETURN ---------------------------------------------------------

**Parent and Student Acknowledgement**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period Number: \_\_\_\_\_\_\_\_\_\_\_

**Please check the following, fill out the requested information, and sign**.

\_\_\_I have reviewed the syllabus for Mrs. Moretz’s Science Class.

\_\_\_I have signed the Safety Contract to be returned with this acknowledgement.

Parent/Guardian(s) Name(s) (PRINT): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact information - phone number(s)/email address(es):

Phone number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best method of contact: **Email** or **Phone call**

Throughout the school year the class will go on field trips. Are you interested in learning more about volunteering to attend field trips with your student? **Yes** or **No**

Parent/Guardian(s) Signature(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_