



Fairfield Ludlowe High School

BIOLOGY

Teacher

Classrooms:

2020-2021

Email

COURSE DESCRIPTION

Students in high school develop understanding of key concepts that will help them make sense of life science. The ideas are built upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions include use of many practices

COURSE OBJECTIVES

Students will understand that:

- Over many generations variations in the living organisms arise allowing them to survive in an ever changing Earth.
- The structure of biological components determines the role they play in the survival of a species.
- All living organisms maintain a balance internally and between individuals, this equilibrium can be disturbed by natural or human events.

UNITS OF STUDY

- Biological Evolution: Unity and Diversity
- Heredity: Inheritance and Variation of Traits
- From Molecules to Organisms: Structures and Processes
- Ecosystems: Interactions, Energy, and Dynamics

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative / In-Progress Grade:

90% will reflect the student's mastery of course content and skills on summative assessments

10% will reflect the student's progress on formative assessments, homework, and behavior

End-of-the-Year Grade:

80% will reflect the student's cumulative course grade through summative and formative assessments as described above

20% of the end-of-the-year grade will reflect the student's performance on the course final assessment

MATERIALS

EXPECTATIONS OF STUDENTS

Attendance Policy:

Distance learning class:

Late assignments:

Behavior:

EXTRA HELP