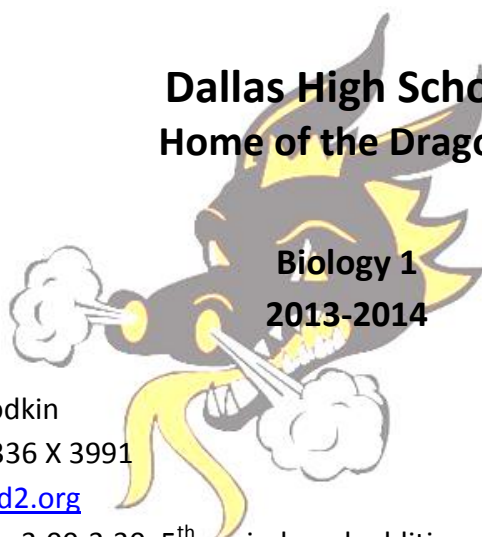




Link to Mr. Godkin's
webpage

Dallas High School Home of the Dragons



Link to the class's
Facebook page

Instructor: Mr. Travis Godkin

Telephone: (503) 623-8336 X 3991

Email: travis.godkin@dsd2.org

Office Hours: Tues-Friday 3:00-3:30, 5th period, and additional times by appointment.

Facebook: Mr Godkins Biology 1

Webpage: <http://mrgodkinsbiology.weebly.com/>

Instructor: Tony Olliff

Telephone: (503) 623-8336 X 3918

Email: tony.olliff@dsd2.org

Office Hours: 7th period

Course Description: This course is required of all students in order to graduate. It is the prerequisite to all elective Biology classes that you may enroll in starting second semester. This is a course covering scientific investigation, cell structure and function, and genetics. The students will engage in discussion of scientific ideas and principles, reading, research in the library, laboratory work, learning to use the microscope for observations and measurements, working with cells and tissues in the laboratory, as well as other laboratory-based activities.

Texts:

Modern Biology by Holt, Rinehart, and Winston

Course Outline

	Unit Topic	Summative Assessment	Standards Assessed
Unit 1	Principles of Biology	Unit Test, Cumulative Essay*	Core Ideas 1, 3 & 4
Unit 2	The Chemistry of Life	Unit Test, Cumulative Essay	Core Ideas 1, 3 & 4
Unit 3	Cells	Unit Test, Cell Model, Essay	Core Ideas 1, 3 & 4
Unit 4	Homeostasis & Transport	Unit Test, Cumulative Essay	Core Ideas 1, 3 & 4
Unit 5	Photosynthesis & Cellular Respiration	Unit Test, Cumulative Essay	Core Ideas 1, 3 & 4
Unit 6	Cell Division	Unit Test, Cumulative Essay	Core Ideas 1, 3 & 4
Unit 7	Genetics	Unit Test, Cumulative Essay	Core Ideas 2, 3 & 4

*Students will compose an all encompassing essay at the end of the semester that will use knowledge gained in each of the units of study.

Standards to Be Assessed:

Core Idea 1: From Molecules to Organisms: Structures and Processes- *How do organisms live, grow, respond to their environment, and reproduce?*

- Structure and Function-How do the structures of organisms enable life's functions?
- Growth and Development of Organisms- How do organisms grow and develop?
- Organization for Matter and Energy Flow in Organisms- How do organisms obtain and use the matter and energy they need to live and grow?
- Information Processing- How do organisms detect, process, and use information about the environment

Core Idea 2: Heredity: Inheritance and Variation of Traits- *How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?*

- Inheritance of Traits- How are the characteristics of one generation related to the previous generation?
- Variation of Traits- Why do individuals of the same species vary in how they look, function, and behave?

Core Idea 3: Scientific Inquiry- *How does the process of science actually work?*

- Can you create a sound scientific hypothesis using observations?
- Can you design and conduct a controlled experiment, field study, or other investigation to make systematic observations about the natural world, including the collection of sufficient and appropriate data?
- Can you analyze data and identify uncertainties in order to draw a valid conclusion that is supported by evidence?
- Do you understand that science is built upon the work of other scientists and is always changing based on new observations, questions, and technological advances?

Core Idea 4: Engineering and Design- *Can you design a valid scientific experiment?*

- Can you design an experiment that answers your questions while incorporating various trade-offs in time, money, ethics, public opinion, and other resources?
- Can you analyze data and determine the best conclusion or alternate scenarios?
- Can you refine your experiment to better answer your question and address future research needs?

Career Related Learning Standards: Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- Personal Management Standard: Exhibit appropriate work ethic and behaviors in school, community and workplace.
 - Students will identify tasks that need to be done and initiate action to complete the tasks.
 - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
 - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
 - Students will maintain regular attendance and be on time daily.
 - Students will maintain appropriate interactions with colleagues.

Grading and Assessment:

Student's final grade for each course will be broken down into two categories:

1) **Academic:** based on assessments, tests, projects and performances that measure learning. Before each assessment (test) you will receive a study guide highlighting the major concepts that I have focused on.

2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard. Assignments need to be turned in on the due date to avoid penalty. Late work will receive a maximum of 50% credit. Students with excused absences will be granted one day for each day absent to submit work or make arrangements with me if necessary. It is your responsibility to contact the teacher for make-up labs and assignments. You may also check the class website to see what was missed and see what we covered in class that day.

Late work will only be accepted until the test re-take deadline for that particular unit.

The Final grade is calculated as follows: 75% of the course grade will be based on the **Academic** grade and **25%** on the **Personal Management** grade.

- Any items included in the Academic grade (PA) may be retaken and the higher grade recorded.
- Students will complete extra preparation before retaking an assessment. To be eligible for an assessment retake, you will first need to: 1) complete the unit study guide, 2) complete any practice work that was not completed for the unit, or 3) a combination of the two as agreed upon with me.
- Retakes are not allowed on Personal Management assignments.
- Students must schedule performance retakes at their teacher's convenience.
- **A non-passing grade on any assessment constitutes an automatic scheduling for a retake.**
- **Assessments can only be retaken within two weeks of when the original assessment was returned to the student unless there are extenuating circumstances.**

Classroom Supplies

We will be keeping a Biology notebook in class in which you will do ALL of your coursework. For that reason, each student **MUST** have:

- ☐ a one subject (70 Page), college ruled, spiral bound notebook.

Other items that will be helpful but are not required include:

- | | |
|---|--|
| <input type="checkbox"/> 1 or 1.5 inch three ring binder with college ruled lined paper | <input type="checkbox"/> Roll of transparent tape |
| <input type="checkbox"/> Colored pencils | <input type="checkbox"/> Post-it notes |
| <input type="checkbox"/> Highlighter | <input type="checkbox"/> Zippered three ring binder pocket |
| <input type="checkbox"/> Scissors | |

Classroom Expectations:

1. Respect- please respect each other's ideas, feelings and property, along with the classroom, the learning environment, and Mr. Godkin.
2. Participate in classroom and group discussions. Your ideas and opinions are valued and essential to our work together.
3. Be on time and prepared.
4. Keep group discussions at a reasonable volume.
5. Raise your hand when you wish to ask a question, contribute a thought, idea, or opinion, or want to make any other verbal interjection!

What You Can Expect From Mr. Godkin

1. Respect- I will respect your ideas, property, and time.
2. I will make every effort to be as fair as possible.
3. I will offer break time when it is appropriate.
4. I will strike a balance between seat work and activities as well as between group and individual work.
5. If you feel that I am not meeting these expectations, you are encouraged to bring this to my attention in an appropriate manner. This could be in a discussion before or after class, an email, or even an anonymous note.

Hall Pass Policy:

Students will only be allowed to leave the room with their individual hall pass. Before leaving the classroom each student should fill out their destination and the time on their own hall pass and bring it to me for stamping/initialing. Each box on the pass that remains unstamped/initialed is good for extra-credit points, so limiting your trips to the bathroom, locker, etc. will help your grade so come to class prepared.

Class Participation

Participation and active engagement in class is expected. This includes offering your thoughts and opinions, participating in labs and dissections to the best of your ability, and answering questions when asked as well as being ready to answer when asked. Participation will be measured in your personal management grade.

Academic Integrity:

Integrity is defined as an "adherence to moral and ethical principles; soundness of moral character; honesty" (dictionary.com). Furthermore plagiarism (or copying) is defined as "to pass off the words and ideas of another as one's own; to use another's production without crediting the source" (merriam-webster.com). School is about learning new things, and building upon previously learned knowledge. Learning cannot take place when one willfully chooses to ignore those sound moral and ethical principles, and instead, opts for dishonesty and cheating. Academic dishonesty will be punished in accordance with policies set forth in your Agenda.

I have read and understand the policies, expectations, and all other aspects of Mr. Godkin's syllabus. Questions have been addressed by contact with Mr. Godkin.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Preferred Phone #: _____ Email: _____