



Dallas High School Home of the Dragons



Environmental Biology

2013-2014

Instructor: Mrs. Janelle Ussery

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Office Hours: Tues-Friday 3:00-3:30, Tues and Thurs 11:50-1:20, and additional times by arrangement.

Course Description: This is a one-semester course for students interested in learning more about the major environmental issues that are affecting our world today. Two prevalent themes run throughout the course: population and implications of population growth, and global climate change and its implications to humans and other organisms on earth. Topics such as human population and hunger, invasive species, biodiversity, energy resources and alternatives, forests and fire ecology, and salmon issues will be discussed. Students are encouraged to formulate opinions and solutions to environmental problems in a non-threatening, discussion-oriented environment. An informative speech, meeting state speaking requirements, will be given in place of a written final exam.

Texts:

There will be no text-book for this course.

Course Outline

	Unit Topic	Summative Assessment (Standards assessed in ())
Unit 1	Basic Ecology Principles and Biomes	Ecology Unit Exam (LS2.A-D) Biome Project Presentation
Unit 2	Natural Selection and Darwinism	Evolution Unit Exam (LS4.A-D)
Unit 3	Invasive Species	Invasive Species Project Presentation (LS2.A/D)
Unit 4	Human Population Growth and Related Issues	Population Unit Exam (LS2.A/C)

Unit 5	Biodiversity and Endangered Species	Endangered Species Project Presentation (LS2.A/C/D; LS4.C/D)
Unit 6	Salmon Species – role in ecosystems and how affected by global climate change	Salmon Unit Exam (LS1.D; LS4.C/D)
Unit 7	Global Climate Change	Written Assessment (LS2.C; LS4.C/D)
Unit 8	Alternative Energies	Final Informative or Persuasive Speech (LS2.C)

Standards to Be Assessed:

Core Idea LS1: From Molecules to Organisms: Structures and Processes- *How do organisms live, grow, respond to their environment, and reproduce?*

LS1.D: Information Processing- *How do organisms detect, process, and use information about the environment?*

Core Idea LS4: Biological Evolution: Unity and Diversity- *How can there be so many similarities among organisms yet so many different kinds of plants, animals, and microorganisms? How does biodiversity affect humans?*

LS4.A: Evidence of Common Ancestry and Diversity- *What evidence shows that different species are related?*

LS4.B: Natural Selection- *How does genetic variation among organisms affect survival and reproduction?*

LS4.C: Adaptation- *How does the environment influence populations of organisms over multiple generations?*

LS4.D: Biodiversity and Humans- *What is biodiversity, how do humans affect it, and how does it affect humans?*

Core Idea LS2: Ecosystems: Interactions, Energy, and Dynamics- *How and why do organisms interact with their environment and what are the effects of these interactions?*

LS2.A: Interdependent Relationships in Ecosystems- *How do organisms interact with the living and nonliving environments to obtain matter and energy?*

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems- *How do matter and energy move through an ecosystem?*

LS2.C: Ecosystem Dynamics, Functioning, and Resilience- *What happens to ecosystems when the environment changes?*

LS2.D: Social Interactions and Group Behavior- *How do organisms interact in groups so as to benefit individuals?*

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.
- 2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

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. Teachers may extend the retake time period, but as a rule all retakes need to be done within **2 weeks** of the initial assessment.
- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late may be reduced by up to 50% credit.
- Retakes are not allowed on Personal Management assignments.
- Students must schedule performance retakes at their teacher's convenience. (Speech, drama, labs.)

Academic Integrity: We expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Students who violate the principles of academic integrity will be subject to disciplinary consequences (see Insubordination section of the on-line student agenda).

Extra Credit: Extra credit is not offered, however students may be given additional opportunities to show mastery.

Cell Phones and Electronic Devices: Mobile phones are not to be in use or in open view within classrooms, restrooms, locker rooms, or during lockdown situations. Misuse of mobile phone or electronic device will lead to the following consequences:

- ☐ 1st offense - confiscated device is delivered to the main office and returned to the student at the end of the school day.
- ☐ 2nd offense - confiscated device is delivered to the main office where parent/guardian will be contacted to reclaim possession.
- ☐ 3rd offense – discipline referral for “insubordination”, parent contact, and student will no longer be allowed to have the device at school without administrator permission

Personal Communication Devices Board Policy:

<http://policy.osba.org/dallas/j/fceb%20r%20g1.pdf>

Tardies and Unexcused Absences: Points will be given towards the Personal Management grade at the end of each grading period (9 weeks/18 weeks) for daily attendance and punctuality. Points will be deducted for each tardy and each unexcused absence in that 9-week grading period. Overly disruptive behavior may also result in loss of attendance points.

Disruptive Behavior: At the time of printing this document there were 33-34 students enrolled in each section of this course. I cannot stress enough to students and parents the need for complete cooperation and focused attention during class time. It is nice to see the interest, but at the same time can be a challenge for teacher and students alike. I need both parents and students to understand that I simply cannot deal with talkative and disruptive students. My job is to teach and give necessary skills and knowledge needed. Teaching and learning are compromised when disruptions are frequent. Should problems arise, I will speak first with the student and then contact a parent or guardian.

Parents/Guardians: Please keep the rest of the syllabus and return this portion with your student. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with Environmental Biology. If you have questions, please call 503-623-8336 ext. 915 or email using the email address provided in this document.

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: